DOCUMENT RESUME

ED 436 958 FL 026 070

AUTHOR	Rosenthal, Marilyn, Ed.
TITLE	ESL Magazine[TM].
ISSN	ISSN-1098-6553
PUB DATE	1999-00-00
NOTE	193p.
AVAILABLE FROM	ESL Magazine, 220 McKendree Avenue, Annapolis, MD 21401 (1 year, $16.95). Tel: 410-570-0746; Fax: 410-810-0910.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	ESL Magazine; v2 n1-6 Jan-Dec 1999
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Academic Achievement; Adult Education; Deafness; Educational Trends; Electronic Mail; Elementary Secondary Education; *English (Second Language); Foreign Countries; Grammar; Higher Education; Listening Comprehension; Multiple Intelligences; Professional Associations; *Program Descriptions; Refugees; Second Language Instruction; Writing Instruction
IDENTIFIERS	China; Kosovo; South Africa; Vietnam

ABSTRACT

This document contains all six issues of the journal for 1999. Article titles include the following: "A Tribute to ESL Pioneers"; "Current Perspectives on Improving Aural Comprehension"; "TESOL '99 Preview"; "South Africa: A Place for English Teaching Pioneers"; "Challenging Questions About E-Mail for Language Learning"; "The Challenges of Community-Based Literacy and ESOL Programs"; "English Takes Root in Vietnam"; "ESL Writing: Principles for Teaching Young Writers"; "The Importance of Associations for ESL Professionals"; "Migrants Achieve Academic Success: The Texas Migrant Education Program"; "Japanese Students in the U.S.: Cultural and Linguistic Challenges"; "The U.S. Kosovar Refugee Problem: Operation Provide Refuge"; "Rules and Reality: Prescriptive vs. Descriptive Grammar"; "Learning English: A Prescription for Health and Safety"; "Multiple Intelligences: Teaching the Whole Student"; "Voice of America's Special English 40th Anniversary; "Preparing Students for Higher Education"; "Teaching Brazilian Students"; "USIA 1953-1999: Telling America's Story to the World"; "ESL/EFL Book Publishing: A World of Opportunity"; "Resources for Teaching ESL Students Who Are Deaf"; "Trends in English Language Education in China. Each issue also includes regular features such as "Editor's Note"; "Letters to the Editor"; "News Briefs"; "Conference Calendar"; "Reviews"; and "Catalogue Showcase." (KFT)

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ESL MAGAZINE
Volume 2

ED 436 958

January/February 1999 Volume 2 Number 1

March/April 1999 Volume 2 Number 2

May/June 1999 Volume 2 Number 3

July/August 1999 Volume 2 Number 4

September/October 1999 Volume 2 Number 5

November/December 1999 Volume 2 Number 6

FL 026070

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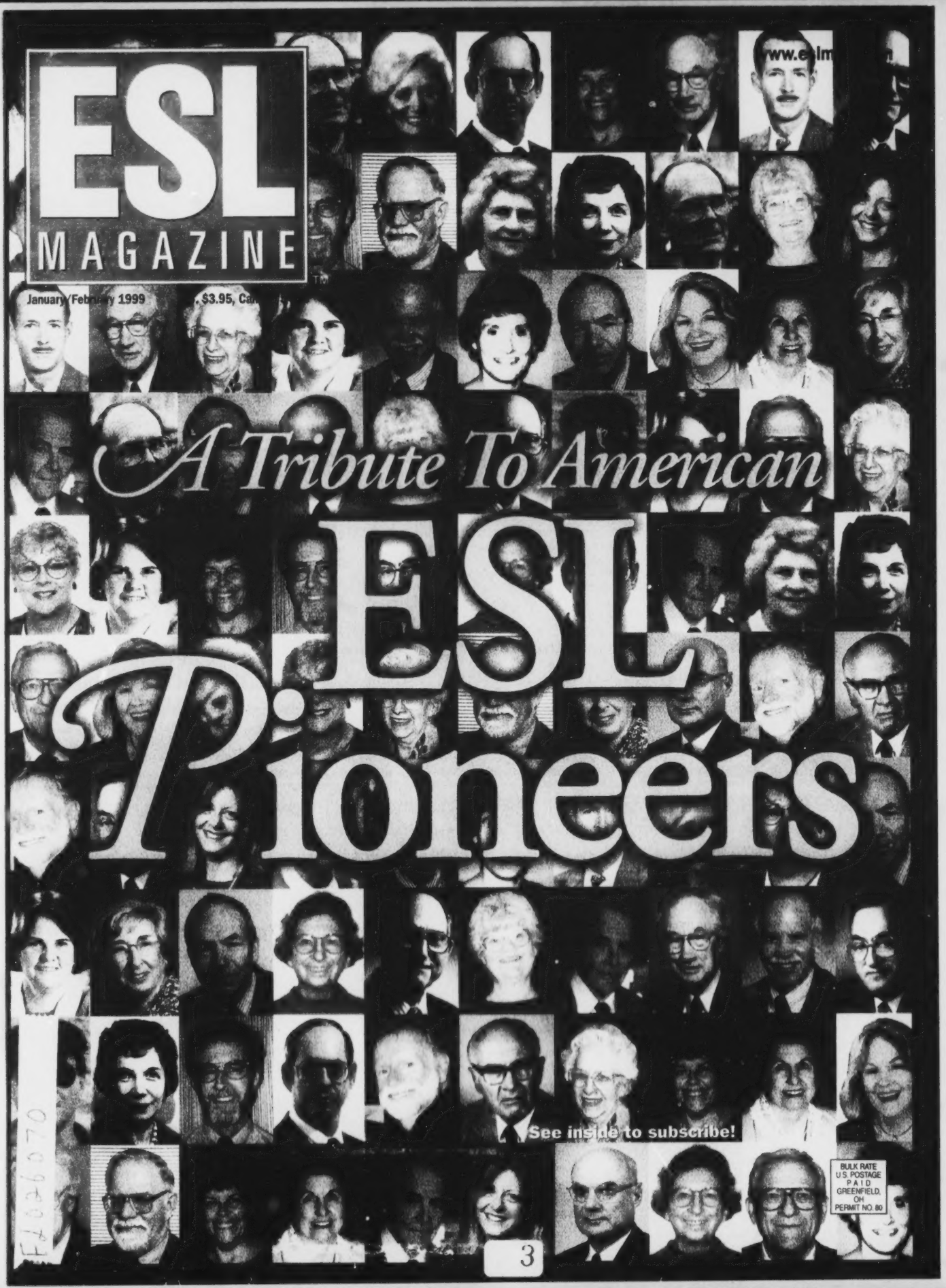
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Vol. 2, No. 1

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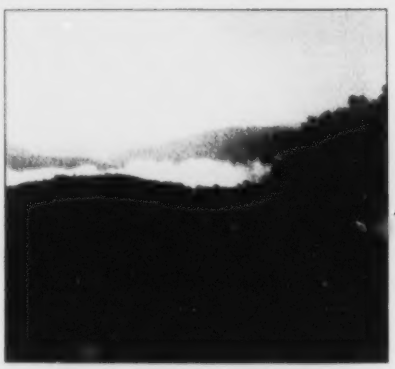

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Who's Reading *ESL Magazine*?

John A. Rassias
The William R. Kenan Professor of French and Italian at Dartmouth College and president of the Rassias Foundation. The Foundation's mission is to improve communication in all sectors of society: public, private and federal through teacher training and second language immersion programs.

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A Tribute to American ESL Pioneers

We are delighted to present our feature article on American ESL Pioneers. I have been privileged to personally study or work with many of the people listed in these pages. Robert Lado was my professor at Georgetown University in the Ph.D. program; Jim Alatis was my boss and dean of the school. I've also worked with Mary Finocchiaro and Stephen Krashen. What does all this mean? Well, aside from the fact that it means I'm old, it has given me a perspective on the field that we would now like to share with you.

When I entered the field in 1961, people were saying what a great new field this was—what new vistas we could explore! Now, when young people come into the field and ask for my help, I hear them saying the same thing. The pioneers in this article are the ones whose dedicated work really helped define the profession. Their commitment and passion shines through in their own words.

Joan Morley, one of our pioneers, has written another important article for us. Think back through your education in your first language: Did you have a reading class? A writing class? A speech class? The answer is probably "yes" to all of these. What about a listening class? Probably not. We seem to take listening for granted, at least in our first language. Joan Morley reminds us that ESL/EFL instruction has progressed significantly in teaching listening over the past several decades. However, she encourages us to move forward, provides guidelines for evaluating the current status of aural comprehension instruction in our programs and describes instructional models for us to consider.

South Africa is in the midst of great changes, including changes related to language. Although English has long been used in South Africa, it has not been extensively taught in formal settings. Dallas Harris describes the great need there for English language teachers who will be pioneers as English language teaching expands in South Africa.

Marilyn Rosenthal

Marilyn Rosenthal, Ph.D.
Editorial Director

ESL MAGAZINE™
The magazine for English as a Second Language professionals.

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Subscription Information
Introductory rate: 1 year, 6 issues, U.S.: $16.95, Canada/Mexico: $24.95, outside North America: $34.95. All prices in U.S. $ and must be paid in U.S. funds. To subscribe, fill out the enclosed subscription form (photocopy additional forms if necessary) and mail with payment to: *ESL Magazine*, 220 McKendree Avenue, Annapolis, MD 21401. Or fax subscription form with credit card information to 410-810-0910. Please call 410-570-0746 for all other inquiries.

ESL Magazine is published bimonthly by Bridge Press, LLC
220 McKendree Avenue
Annapolis, MD 21401
eslmagazine@compuserve.com
www.eslmag.com

ISSN: 1098-6553

ESL Magazine is abstracted and indexed with ERIC.

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Send letters to eslmagazine@compuserve.com or ESL Magazine, 220 McKendree Ave., Annapolis, MD 21401. Include your name and position or address.

Stephen Krashen

▶ Thanks for Dr. Krashen's article on the whole language debate. Apart from dispelling the myth of the "failure of whole language," the article also leads to questions on the nature of modern myth-making. How did the idea that people who read more tend to read better ever become controversial? How could any sane person, especially a teacher, be opposed to instilling a love for reading in children? How could a theory based on comprehensible input be understood as the direct opposite? Where did the opposition to whole language come from, and how and why in modern times do common sense ideas sometimes become so twisted and misunderstood? If Krashen is correct and reading scores have not actually dropped in California, how did so many come to "know" that they have? Where and why was this idea reported, and how was it spread? It seems strange that no one has checked this "fact" until now; or if someone has, that the error was never corrected; or that this correction has not affected common belief. How do non-events become "facts" in a society? It might be useful to study the evolution of the common belief in the failure of whole language. A general model of the evolution of commonly held myths might be created and used to defend not only our children's education but respect for truth in our society as a whole.

—CHRIS RUSSELL
Washington, D.C.

Chinese Students

▶ Kudos on the article on Chinese students. As a former teacher in a New York City high school with a sizable number of Chinese students, I recognize the prevalence of these six misconceptions and wholeheartedly agree with the authors' conclusions. Congratulations to Drs. Tang and Dunkelblau on having written this highly informative, lucid and particularly timely article. It deserves to be required reading for teachers of Chinese students in all academic areas.

—PHILIP PANARITIS
Bronx, New York

Integrating Literature

▶ We were delighted to read "Literature for Language Learners" by one of our favorite ESL writers, Dr. Mary Lou McCloskey. Her message speaks directly to ESL practitioners, so we shared the article with all of our ESL teachers, K-12! (We hope they will share it with their regular education colleagues.) The use of quality and age-appropriate literature; valuing the background knowledge and experiences of each student; integrating reading, writing, listening and speaking; and including English language learners in reading books which touch the heart and challenge the mind support the ESL methodology used in our school system.

—LINDA S. HIGGINS & PAM PATTERSON
Lee County Schools, Sanford, NC

Thanks!

▶ I've used your magazine to solve problems in the classroom and get new ideas. I've worn out my issues because so many teachers borrow them. In November at TexTESOL I met someone whose work I've long admired: Christine Meloni. I used her article "The Internet in the Classroom" to expand my role in the college where I teach and to get additional funding for our computer lab. Because my boss now thinks I'm a computer expert, I get to build our computer lab and library. What fun! I told Ms. Meloni how wonderfully she's influenced my life and the lives of the ESL students and faculty at North Lake College. Thank you for all the hard work you've put into *ESL Magazine*.

—LAURA GONZALEZ
Fort Worth, TX

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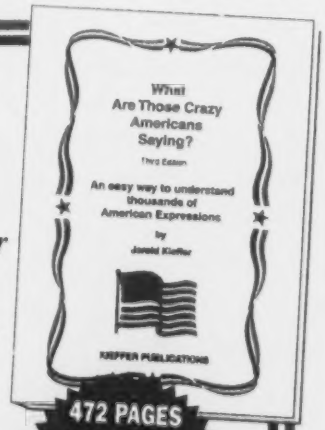

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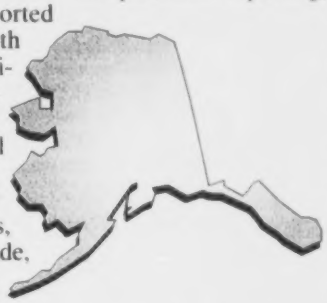
Alaska Makes English Official State Language

In November 1998, voters in Alaska passed a ballot initiative making English the official language of their state government. With 96.69% of the precincts reporting, 68.82% of voters supported Ballot Measure 6, with 31.18% opposed. The initiative qualified for the November 3 ballot with 36,000 signatures from all of the state's election districts. It also allows for common sense exceptions, such as international trade, health and safety information, and the needs of the legal system. The initiative provides a specific exception to comply with the federal Native American Languages Act in order to protect Alaska Native languages. By passing the initiative, Alaska became the twenty-fifth state with English as its official language. The state organization Alaskans for a Common Language sponsored the initiative. The petition drive and campaign were funded primarily by U.S.English.



Web-Based English Instruction Offered Free

Starting in 1999, Eduverse Accelerated Learning Systems, Inc., a technology-based developer, manufacturer, marketer and publisher of educational software products, began providing its English language course to Internet users for free on freeENGLISH.net., a web site devoted exclusively to teaching English. The company has announced a long-term strategy of making education available for free. "It's time for business, educators and governments to embrace a model that allows for cost effective global education," explains Mark E. Bruk, President and CEO of Eduverse. freeENGLISH.net will enable non-English speaking Internet users—estimated to be over 185 million by 2001—to receive English instruction at no cost. Eduverse will generate its revenue from banner advertising in the lessons that students download from the Web each week. The freeENGLISH.net server is updated with student usage information such as time spent studying online, time spent studying offline, nationality, age, gender and click-through rates. Eduverse will continue to give customers the choice to purchase English Pro software, which contains no embedded advertising. freeENGLISH and English Pro can be compared to free TV with commercials and pay-per-view without.

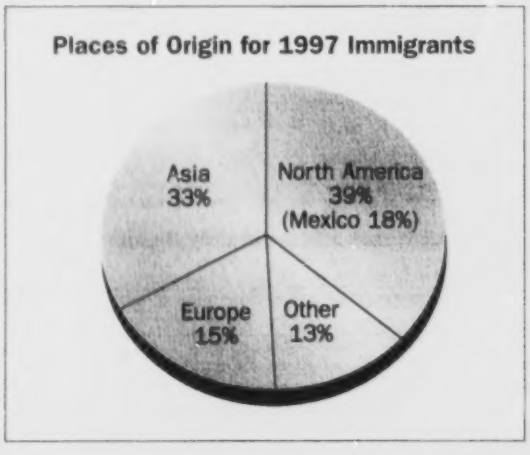
INS Releases 1997 Immigration Figures

The U.S. Immigration and Naturalization Service (INS) announced that 798,378 persons legally immigrated to the United States in Fiscal Year (FY) 1997. The largest single source country for U.S. immigrants was Mexico, which accounted for 18% of all immigrants admitted for the fiscal year. As a result, North America was the largest geographic source with 39%, followed by 33% from Asia and 15% from Europe. The top states of intended residence for new immigrants were California, New York, Florida, Texas, New Jersey and Illinois, as has been the case since 1971. FY 1997 data indicate that 380,718 new arrivals to the United States obtained immigrant visas abroad through the Department of State; and 417,660 who were already living in the United States became legal immigrants by applying for adjustment of status with INS.

The FY 1997 total of 798,378 is a 13% decrease from FY 1996's total of 915,900. However, this decrease is not evidence of a decline in the demand to immigrate. INS estimates that total legal immigration for the 3-year period of FY 1995-FY 1997 would have been higher by 350,000-450,000 were it not for the large volume of pending adjustment of status applications that has created longer wait times for immigrant approvals.

The agency's application workload nearly doubled between 1994 and 1995 when Section 245(i) of the Immigration and Nationality Act was implemented. This provision allowed illegal residents who were eligible for immigrant status to pay a penalty fee and apply with INS for adjustment of status in the United States, instead of acquiring a visa abroad from the Department of State. Application receipts continued to increase through FY 1997, and pending adjustment of status applications increased from 121,000 in FY 1994 to 699,000 by the end of FY 1997.

Also contributing to the decrease in admissions in FY 1997 are the carryover provisions of immigration law, which reduced the annual limit of immigration to the United States based on family relationships (family preference categories) by 27% from 311,819 in FY 1996 to 226,000 in FY 1997.



Conference Calendar

January

- 17-21 **Australia TESOL**, Sydney, Australia. Contact atesol99@ausconservices.com.au.
- 21-23 **Thailand TESOL (ThaiTESOL)**, Bangkok, Thailand. Contact Naraporn Chan-Ocha, scusp@mucc.mahidol.ac.th. Expected attendance: 600.
- 22-23 **Alabama-Mississippi TESOL (AMTESOL)**, Tuscaloosa, Alabama. Contact Susan Lucas, slucas@eli.ua.edu.
- 26-27 **TESOL Ukraine**, Khmelnitskiy, Ukraine. Contact Nina Lulkun, angl@ikc.podol.khmelniskiy.ua.
- 27-29 **Costa Rica Asociación Costarricense de Professores de Inglés (ACPI)**, San José, Costa Rica. Contact ACPI, 506-222-5023. Exp.: 500.

February

- 18-20 **British Columbia TESOL (BC-TEAL)**, Vancouver, British Columbia. Contact Kris Mirski, 604-736-6330. Expected attendance: 600.

March

- 9-13 **TESOL '99**, New York, New York. Contact TESOL, 703-836-0774. Expected attendance: 8500.
- 17-19 **TESOL Arabia**, Al Ain, UAE. Contact Geoff Stout, gcsalain@emirates.net.ae.
- 20-21 **TESOL Greece**, Athens, Greece. Contact Nadia Broome, 30-174-88459.
- 26-27 **Massachusetts TESOL (MATESOL)**, Boston, Massachusetts. Contact Bea Mikulcky, 617-264-7393. Expected attendance: 600.

April

- 15-18 **California TESOL (CATESOL)**, Reno, Nevada. Contact Shirley Altick, 702-329-7889. Exp. attend.: 2000.
- 23-24 **Georgia TESOL (GATESOL)**, Athens, Georgia. Contact Terry Williams, 706-542-4095.
- 23-24 **Illinois TESOL/BE**, Chicago, Illinois. Contact Anna Cuomo, 630-829-6663. Expected attendance: 950.
- 23-25 **TESOL Spain**, Madrid, Spain. Contact Steven McGuire, rafste@teleline.es.

May

- 8 **Eastern Pennsylvania TESOL (PennTESOL–East)**, Newark, Delaware. Contact Naomi Migliacci, 302-836-3428. Expected attendance: 210.
- 14-16 **Venezuela TESOL (VenTESOL)**, Estado Anzoategui, Venezuela. Contact Mariela Ravelo, jprin@telcel.net.ve. Expected attend.: 600.
- 26-27 **NJTESOL-BE**, East Brunswick, NJ. Contact Judy O'Loughlin, 201-652-4555. Expected attend.: 1500.

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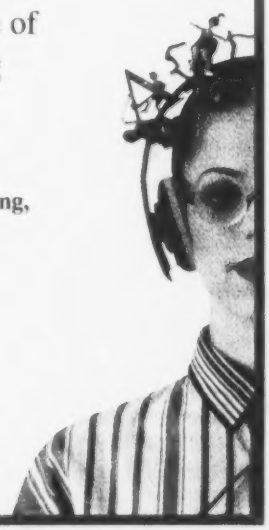


A Tribute To American ESL Pioneers

BY GEORGE H. CLEMES, III

It is with enthusiasm that *ESL Magazine* pays tribute to a special group of individuals, American ESL/EFL pioneers. Each of these professionals has in some way helped shape the field of American English teaching from its inception in this country. Some have been teacher trainers who have developed other leaders and teachers in the field. Some have been researchers, making many discoveries about language teaching and learning. Some have introduced new methodologies or at least directions for language teaching. Others have been administrators who have formed and directed institutions and organizations to build the profession and promote effective English language teaching worldwide. Through their work and their lives, all have been teachers, not just of English or linguistics, but of how to make a difference in education.

The field of applied linguistics and the teaching of English as a second language really began in the United States in the 1940's with Charles Fries and then Robert Lado at the University of Michigan. Their particular influence on the entire field and the burgeoning number of degree-granting institutions since the 1950's have been phenomenal. The *Directory of Professional Preparation Programs in TESOL in the U.S. and Canada 1999-2001*, edited by Ellen Garshick and published by TESOL, is more than 300 pages long and lists 194 institutions in the United States offering more than 300 programs in TESOL—29 doctoral programs, 194 master's programs, 46 graduate certificate programs and 81 undergraduate programs. This would be impossible today without many of the people on these pages.

One might ask, why learn about what took place more than 20 or even 30 years ago? The answer to that question lies in what we do every day as English language teaching professionals. Our work is built upon the work of those who have gone before us. As Shakespeare wrote, "What is past is prologue." To know where we have come from helps direct where we are going. One reason to study this group of professionals is to learn from them. We asked each living pioneer what advice they would give to ESL/EFL professionals. They have shared some very valuable advice gleaned from decades of experience. Take some time to consider what these pioneers have to say.

As professionals we should not only be aware of the major achievers in our field, but also their achievements. The following are some highlights. In 1963, Edwin T. Cornelius, Jr. conceived and produced *English 900*, the first major American ESL/EFL basal series, which was used worldwide for over 20 years. Mary Finochiarro was not only a highly influential and effective teacher trainer, but she also wrote *Teaching English as a Second Language: From Theory to Practice*, which sold more than 1 million copies through its lifetime—unheard of for a methodology book, even today. Answering the call in 1953 for easy-to-read stories about every day life in America, Virginia French Allen wrote the first ESL reader, *People in Livingston*. Charles Fries at the University of Michigan was the first pioneer in the field of linguistics and ESL. He developed the structural model of grammar, the "oral approach" to ESL and the method of contrastive analysis as a basis of teaching ESL. He also founded the first English Language Institute in the United States—at the University of Michigan. Fries collaborated with Robert Lado and together, with others, they developed the Michigan Test, a precursor of today's TOEFL, which is still in use today not only in the United States but also all over the world, in countries as disparate as Brazil and Greece. Robert Lado also wrote the definitive book on language teaching at the beginning of ESL and linguistics in the United States, *Linguistics Across Cultures*.

As one studies this group of pioneers, it is interesting to see the pivotal role of the University of Michigan in the development of the American ESL field. Charles Fries, Robert Lado, Albert Markwardt, H. Douglas Brown, Joan Morley and Betty Wallace Robinett have all either contributed to the development of the program at Michigan or have themselves developed through the program and gone on to work elsewhere. The Michigan Test was named for the University. In 1951, the University of Michigan was the first university in the United States to grant a Ph.D. in linguistics to a woman; it was earned by Betty Wallace Robinett. Teacher's College at Columbia University and UCLA have also been major centers for ESL/EFL teacher training and research over the years.

Because there are so many people who have made significant contributions to the ESL/EFL field, it is impossible to list them all here. We used three criteria in selecting this group of pioneers. The candidates needed to have worked in the ESL/EFL field for 25 years or more, have been from the United States, and have made a significant contribution to the field. A panel of eight persons, including three in our list, was consulted on whom should be included. While this group of pioneers is exclusively from the United States, *ESL Magazine* plans to do more features like this that focus on other groups of pioneers such as pioneers outside the United States or persons who have distinguished themselves within the last five to 25 years.

Undoubtedly, some readers will think of someone whom they feel should have been included in this list. There are some people whom we simply could not locate nor acquire adequate information about. We apologize in advance if we have inadvertently left someone out, and we urge you to write to us with your suggestions for future issues.

ESL Magazine salutes these pioneers for their legacy to the field of ESL/EFL instruction. Their work is the foundation on which the profession now stands. As you read about these pioneers, we encourage you to learn from them and be inspired to build upon the foundation they have laid.

Key to Acronyms
AAAL: American Association of Applied Linguistics
ACTFL: The American Council on the Teaching of Foreign Languages
CAL: Center for Applied Linguistics
NABE: National Association for Bilingual Education
TESOL: Teachers of English to Speakers of Other Languages
USIA: United States Information Agency

James E. Alatis, Ph.D.
Teacher, Academic Dean, Researcher, Teacher Trainer

James Alatis was a founding member and the first executive director of TESOL (1966-87). A pioneer in bilingual education, he received NABE's President's Award. He was a founding member of the National Council for Languages and International Studies and the Joint National Committee for Languages, an advocacy organization of which he was the first president. For 21 years he was dean of the School of Languages and Linguistics at Georgetown and is dean emeritus. He also directed the Language Research section of the U.S. Office of Education. As a Fulbright scholar he taught linguistics and EFL at the University of Athens. TESOL has established the James E. Alatis Award for Service to TESOL.

Advice to ESL Professionals
"Teacher education is the heart of the matter, and this means continuing education especially through such organizations as TESOL. The psychic rewards in this profession are immeasurable, and one should continue to seek, to find, and not to yield."

Lyle F. Bachman, Ph.D.
Teacher/Mentor, Researcher, Author

Lyle Bachman has been recognized for his research and writing on language testing, program design and evaluation, and language acquisition. Among his many publications he has co-authored *The Cambridge-TOEFL Comparability Study* and *Language Testing in Practice*. He is co-editor of *Language Testing* and the *Cambridge Language Assessment Series*. He was president of the AAAL and of the International Language Testing Association. He has won awards for outstanding research from TESOL/Newbury House and the Modern Language Association. He is currently professor in the Department of Applied Linguistics and TESL at UCLA.

Advice to ESL Professionals
"Set high standards and expect the best of yourself. Laugh at yourself once in a while; it helps keep things in perspective and guards you from taking yourself and your work too seriously. Treat others with human courtesy and kindness, and above all, take time to smell the roses."

Virginia French Allen, Ed.D.
Teacher, Teacher Trainer, Author

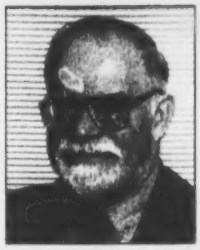
Virginia French Allen's first ESL reader, *People in Livingston* (1953), was an early response to requests for easy-to-read stories about everyday life in America. There followed some forty books. Many of them (e.g., *Ladder Series* items) were commissioned by the USIA for use overseas. Meanwhile at Columbia University and Temple University she taught graduate students, many of whom later became outstanding TESOL leaders. In 1990 she was honored by TESOL through the establishment of an award in her name. She maintains contact with the ESL profession through Denver's Spring Institute for International Studies.

Advice to ESL Professionals
"Never stop appreciating the miracle of language, and keep showing your students you really want them to learn. Don't jump on bandwagons, but try to get something from every new method and approach."

H. Douglas Brown, Ph.D.
Teacher Trainer, Researcher, Author

H. Douglas Brown has lectured worldwide and published numerous articles and books on second language acquisition and pedagogy. His books include *Principles of Language Learning and Teaching*, *Vistas*, a multi-level ESL basal series and its revised version, *Voyages*. Previously, he taught at the Universities of Michigan and Illinois, served as TESOL president, and was editor of *Language Learning*. He is professor of English and director of the American Language Institute at San Francisco State University. His current research centers on strategies-based instruction, classroom language assessment and relating language acquisition research to classroom methodology.

Advice to ESL Professionals
"Ground yourself solidly in established principles of language acquisition and teaching. Clearly articulate your own 'mission' in life so that your teaching is inspired by your vision and infused with a sense of your own social responsibility to help people of all nationalities and cultures to negotiate non-violently."



Edward M. Anthony, Ph.D.
Teacher, Teacher Trainer, Administrator, Researcher

Edward Anthony has distinguished himself in a variety of roles. He has prepared many students to become teachers, professors and leaders themselves in the ESL/EFL profession—including one president and at least one executive director of TESOL. He served as the second president of TESOL. He also founded a linguistics department, English language institute and the Language Acquisition Institute at the University of Pittsburgh. He directed programs in Southeast Asia, taught for extended periods in Beijing, Singapore and Bangkok, made USIA lecture tours in Asia, Europe and Latin America, and participated in numerous committee assignments here and abroad.

Advice to ESL Professionals
"Don't discard all of our past. We are imbedded in the continuum of language-teaching history; our knowledge is cumulative. Studying earlier approaches, methods and techniques will prove rewarding and can lead to advances and innovations."

Russell N. Campbell, Ph.D.
Teacher Trainer, Author, Researcher

Russell Campbell is best known for his work in design, implementation, and evaluation of international TEFL projects and research and development in heritage language education. Over the past 35 years he has written or edited several books on methodology and English language teaching. He was chair of UCLA Applied Linguistics and TESL department for nine years; president of International TESOL (1972-73); coordinator of research and development programs in China, Egypt, Mexico, Armenia, Hungary; a teacher trainer at UCLA, in Thailand and Korea; dean of the English Department, American University of Armenia (under UCLA contract); and researcher in bilingual education. He is professor emeritus in the Applied Linguistics and TESL Department at UCLA and director of the UCLA Language Resource Program.

Advice to ESL Professionals
"Learn from your students!"

Marianne Celce-Murcia, Ph.D.
Teacher, Teacher Trainer, Author, Researcher

Marianne Celce-Murcia is most noted for her teacher training. Since 1972 she has trained prospective teachers in ESL/EFL and trained future researchers in applied linguistics at UCLA. She has also served as teacher and teacher trainer in Europe, Asia, Africa and South America. She has lectured widely and published dozens of articles, and edited and co-authored many books including *Teaching English as a Second or Foreign Language* and *The Grammar Book*. She has served on the governing boards of TESOL and AAAL and has twice received the prestigious Teaching Award at UCLA.

Advice to ESL Professionals
"Get interested in a few topics and pursue them from all angles. Be open to new ideas and actively participate in the learning process with your students."

Jodi Crandall, Ph.D.
Teacher, Author, Teacher Trainer, Researcher, Administrator, Learner

Jodi Crandall has played an influential role in developing content-based language instruction, including editing *ESL Through Content-Area Instruction: Mathematics, Science, and Social Studies*. She has also worked to improve the status of the ESL/EFL profession and to increase the focus on relevance and reflection in teacher education programs. She has served the profession in conferences, seminars, task forces and advisory committees; as president of TESOL, WATESOL and the AAAL and as vice president and director of International and Corporate Education at CAL. She is currently professor of education, co-director of the ESOL/Bilingual program and director of the doctoral program in Language Literacy and Culture at the University of Maryland, Baltimore County.

Advice to ESL Professionals
"Be flexible and open to new ideas. Remember that teaching is life-long learning. If you're not learning every day, your students are probably not learning either."

Mary Ann Christison, Ph.D.
Teacher, Author, Teacher Trainer, Researcher, Administrator

Mary Ann Christison is most noted for her numerous books and articles, her service to TESOL and her mentoring efforts on behalf of her colleagues. She has worked as a teacher educator in over 20 different countries. She is the author of over 70 published articles and 13 professional books on language teaching. She was the associate convention chair for TESOL '91 in NY, the convention chair for TESOL '95 in Long Beach, CA and president of TESOL 1997-98.

Advice to ESL Professionals
"In teaching, I believe it is important to focus on our students first—what do they want and need to learn. I have benefitted greatly from setting professional goals and trying to be patient and persistent in accomplishing these goals. Stay committed to life-long learning. I believe that it it crucial to teaching to stay informed about our profession. In order to help me do this, I read the literature and attend conferences and workshops regularly."

Ruth H. Crymes, Ph.D.
Teacher, Teacher Trainer, Administrator, Researcher

1924-1979
Ruth Crymes is best known for her research in English syntax and her administration with TESOL. She joined the faculty of the University of Hawai'i in 1958 where she taught for over 25 years. She received her Ph.D. from Columbia University in 1965. For many years she worked very closely with the Department of Education, State of Hawai'i on ESL-related matters. She served as TESOL president and chair of the Department of ESL at University of Hawai'i. In addition, she was editor of *TESOL Quarterly* for five years and was co-editor of three volumes of *On TESOL*. TESOL has created a scholarship bearing her name in her honor. Her warm, outgoing personality was a great asset to her success as a teacher, teacher trainer and administrator. Ruth was tragically killed in a plane crash enroute to a TESOL convention in Mexico City.

Edwin T. Cornelius, Jr.
Teacher, Teacher Trainer, Author

Edwin Cornelius has been a pioneer in developing ESL/EFL books and multimedia. He conceived and produced the first major American ESL/EFL basal series, *English 900*, in 1963, which sold worldwide for over 20 years and inspired many of the current series. He has taught for over 50 years and participated in the founding of TESOL. He was ESL course director at USIA binational centers in South America; English-teaching specialist for the U.S. State Department; principal author and co-director of the Collier-Macmillan English Program and research director for TESOL's AID Project. Perhaps one of his most important roles was as co-founder of English Language Services, Inc. and ELS Language Centers.

Advice to ESL Professionals
"Stay current with new developments; be genuinely interested in discovering experiences and successes of others. Always keep in mind that there's no such thing as *one* best method, and as you prepare teaching plans, remind yourself that students are stimulus-seeking organisms."

John F. Fanselow Ph.D.
Teacher, Teacher Trainer, Author

John Fanselow is most noted for his dynamic teaching style and for inspiring teachers to be open-minded and creative. He began his career as a Peace Corps volunteer in Nigeria, taught in their Training Programs at Teachers College, Columbia University and produced materials for volunteers in Africa. He has worked with volunteers in Benin, The Ivory Coast, Senegal, Somalia and Togo. He has been president of TESOL, director of TESOL Summer Institutes, professor at Teachers College, Columbia University and director of its M.A. program in New York and Tokyo. He has written many articles and three books including *Breaking Rules*.

Advice to ESL Professionals
"If we can see ourselves like one blade in a pair of scissors, we realize that to accomplish anything, we need to work jointly. We each need to be reminded of how powerful conventions, rules of discourse and yes, some of our teacher preparation have limited our options and decreased our spirit of playfulness and exhilaration about learning."

Mary Finochiarro, Ed.D.
Administrator, Author, Teacher, Teacher Trainer

1921-1996
Mary Finochiarro was not only one of the founding members of TESOL, she was the teacher of many of the people included in these pages. She was a public school teacher in New York City and discovered ESL in the 1940's. She established a teacher training program at Teacher's College, Columbia University. She was an academic specialist for USIA and trained teachers worldwide. She wrote numerous articles and books including *Teaching English as a Second Language: From Theory to Practice*, which sold more than 1 million copies in its lifetime—unheard of for a methodology book. In this well-respected book, she took the most complicated concepts and explained them so that novice teachers could begin teaching from it. She was a president of TESOL and president of TESOLRome. She was known for "telling it like it is." She could communicate with anyone and was most generous with her time and spirit. TESOL has established the Mary Finochiarro Award in her honor.

Charles C. Fries, Ph.D.
Teacher, Applied Linguist, Researcher, Teacher Trainer, Administrator

1887-1967
Charles Fries was perhaps the first pioneer in the field of linguistics and ESL. The work of Fries and Lado at the University of Michigan laid the foundation of the field of linguistics in the United States. He developed the structural model of grammar, the "oral approach" to ESL and the method of contrastive analysis as a basis of teaching English as a second or foreign language. He taught at the University of Michigan from 1920-60 where he founded the English Language Institute. He edited the *Early Modern English Dictionary*. He also served as president of the National Council of Teachers of English and the Linguistics Society of America and was the first vice president of the Modern Language Association.

Carolyn Graham, M.A.
Teacher Trainer, Author

Carolyn Graham is best known for being the creator of Jazz Chants®, an approach to teaching American English through jazz rhythms. Her Jazz Chants are known all over the world. Through her efforts and presentations in Africa, Asia, Latin America and Europe as well as the U.S., She has had a striking influence on the way language is now taught. She has always encouraged people to write their own chants. Chants have become a household word in the field and are now a part of many ESL/EFL courses. She is the author of numerous ESL/EFL books for children and adults including *Jazz Chants*. This book will celebrate its 21st birthday this year with a forthcoming revised edition. She is currently on the faculty of Teacher's College, Columbia University.

Advice to ESL Professionals
"Do exactly what you want to do where you want to do it. Listen to the words of Emily Dickinson, 'The heart wants what it wants or else it does not care.'"

Allene Grognet, Ph.D.
Teacher, Teacher Trainer, Materials Developer, Student, Problem Solver

Allene Grognet is most noted for her work in applying linguistic principles and knowledge to a variety of teaching, testing and teacher training situations. She is currently vice president of CAL where she has spent 35 years solving practical language problems, particularly with adult non-academic learners. One of her important contributions was her realization that short-term targeted ESL programs can be more effective than the traditional academic semester. To that end, she has developed video and videodisc-based training and the *BEST* test. She has also worked on citizenship texts and the *Lifeprint* adult ESL series; helped start the TESOL Refugee Concerns Interest Section and served as president of Sunshine State TESOL. She is currently directing a project to improve workplace ESL with U.S. refugees and immigrants.

Advice to ESL Professionals
"Listen to your students. We can teach, but only they can learn. Connect in a way that gives them language to hold on to and build upon."

John F. Haskell, Ed.D.
Teacher, Teacher Trainer, Author

John Haskell is noted for a variety of contributions to the field, particularly his leadership in the *TESOL Newsletter* and TESOL. He participated in the founding of TESOL, has served as president and Executive Board member and is a recipient of TESOL's Alatis Award. He has taught ESL and directed or co-directed programs in New York, Canada, Japan, Africa and Micronesia. His publications include *X-Word Grammar: A grammar for the classroom* and *Selected Articles from the TESOL Newsletter*. He is currently professor and former chair of the Department of Linguistics at Northeastern Illinois University.

Advice to ESL Professionals
"First, share your ideas and your questions with others. Second, participate in professional organizations and get to know your fellow professionals. Third, educate the public about our profession. If ESL has any failing, it is that we have not let our fellow teachers, local educators, state legislators and national policy makers know that we do a job they often think can't or isn't being done."

Stephen Krashen Ph.D.
Researcher, Author

Stephen Krashen is best known for his work in establishing a general theory of second language acquisition, as the co-founder of the Natural Approach, and as the inventor of sheltered subject matter teaching. He has published over 225 papers and books and has presented keynote and plenary addresses for TESOL, NABE, IAAL, the International Association of School Librarians, the Georgetown Round Table on Languages and Linguistics and many other groups worldwide. His recent books include *Under Attack: The Case Against Bilingual Education* and *Foreign Language Education: The Easy Way*, and *Condemned Without a Trial: Bogus Arguments Against Bilingual Education*. He is professor of education at the University of Southern California.

Advice to ESL Professionals
"The following books have had a major influence on me: Frank Smith's *Reading Without Nonsense*, Noam Chomsky's *Aspects of the Theory of Syntax*, Stevick's books, Daniel Fader's *Hooked on Books* and Jim Trelease's *The Read Aloud Handbook*."

Gloria Kreisher, M.A.
Teacher Trainer, Administrator

Gloria Kreisher is most noted for her over 40 years work as a teacher trainer around the world. She has primarily worked as a USIA English Language Program Officer in such countries as Brazil, Mexico, Venezuela, Turkey, Korea, Poland and Italy. Her three Washington, D.C. assignments led to her work in East Asia and North Africa. In binational centers in Latin America she worked as a teacher trainer with the USIA and the U.S. Department of State. She supervised teacher training with the Fulbright program. She served as chair of the TESOL EFL Interest Section.

Advice to ESL Professionals
"Look to your colleagues, evaluate language text books and not only be a leader to your students, but also a peer."

Robert Lado, Ph.D.
Researcher, Author, Administrator, Teacher, Dean, Teacher Trainer

1915-1995
Although born in the U.S., Dr. Lado didn't learn English until he returned from Spain at the age of 21. He received his Ph.D. from the University of Michigan where he became professor of English and director of its English Language Institute. He wrote the definitive book on language teaching, *Linguistics Across Cultures*, and was instrumental in the development of the Michigan Test, a precursor of today's TOEFL. In 1961 he helped found and became dean of the School of Languages and Linguistics at Georgetown University where he developed Ph.D. programs for linguistics and eight languages. He also helped establish English programs in Spain and Latin America. He wrote and published over 100 articles and 60 books both in English and Spanish on linguistics, language testing, teaching methods, and cross-cultural understanding. In 1977 he opened Lado International College which has centers in the United States, Tokyo and Seoul.

Diane Larsen-Freeman, Ph.D.
Teacher Educator, Author

Diane Larsen-Freeman, professor of applied linguistics in the School for International Training, has long pursued answers to the questions: How do humans learn, and learn language in particular? What is the essential nature of language, particularly grammar? How can we teach language to maximize learning? How can we educate others to teach in this way? She has lectured at TESOL institutes and conferences worldwide and has published books and articles including *The Grammar Book: An ESL/EFL Teacher's Course* (with M. Celce-Murcia), 2nd ed., 1999. Her current interest is in the complex, dynamic, nonlinear character of language. She is writing a new book tentatively titled *Teaching Language: From Grammar to Grammaring*.

Advice to ESL Professionals
"Find a question or two that grabs you. Then connect with others around these questions to keep your practice alive."

Albert Markwardt, Ph.D.
Teacher, Teacher Trainer, Author, Administrator, Researcher

1903-1975.
Dr. Markwardt is best known for his work in applied linguistics, in which he championed the "contrastive analysis" approach to teaching ESL. He was professor of linguistics and English at the University of Michigan for 40 years, later becoming professor of linguistics and English at Princeton for six years. He was president of the Advisory Panel on English Language Teaching for the USIA for over 15 years. He wrote his own materials using the contrastive analysis approach with English and Spanish. He was director of the English program in Mexico City, forerunner to the Mexico City binational center. He wrote many books including *American English*. He served as president of TESOL and the National Council of Teachers of English and served on the board of CAL. He traveled and visited classes worldwide and was a contributor to the first English training for foreign service professionals.

Joan Morley
Teacher, Author, Teacher Trainer, Researcher, Consultant

Joan Morley has distinguished herself through her work in applied linguistics and second language theory and pedagogy with specialities in speech-pronunciation and aural comprehension. Currently full professor of linguistics and EAP instructor at the University of Michigan, she does instructional research in second language oral communication and phonetics. She has served TESOL as president, convention chair, Executive Board member, Speech/Pronunciation Interest Section chair, and Board of Trustees member, TESOL Int. Research Foundation. She has written many students texts, teacher reference books, articles, and audio/video programs. She has been a popular presenter and consultant in 17 countries and received numerous honors including TESOL's Alatis Award and Michigan's Morley Scholars Endowment.

Advice to ESL Professionals
"A career in teaching ESL challenges us with the relentless demands of a multifaceted profession—but rewards us with the countless joys of a many-splendored lifetime experience."

Kenneth L. Pike, Ph.D.
Teacher, Author, Researcher

Kenneth Pike is most noted for his work with phonetics. In 1942, at the English Language Institute of the University of Michigan, for Professor Charles Fries, he worked on the background for the phonetic part of the material being developed for the teaching of English as a second language, building upon his doctoral work with Fries and his dissertation published as *Phonetics: A Critical Analysis of Phonetic Theory and a Technic for the Practical Description of Sounds*. The Institute also needed help in teaching students how to understand and use English intonation. He brought to bear his experience on the analysis of tone languages and applied it to English intonation, resulting in the book *The Intonation of American English*, published in 1945.

Advice to ESL Professionals
"To help students hear English intonation I recommend that for five or ten minutes they be requested to converse with each other in a monotone; it often makes an immediate difference in their ability to notice pitch changes."

Clifford Prator, Ph.D.
Professor, Author, Internationalist

1911-1993

In a long and distinguished career at UCLA in language education, both foreign language and English as a second language, Clifford Prator was a respected teacher, mentor and inspiration to hundreds of graduate students. His special attention to defining not only academic parameters but also social parameters of language education were a forerunner of present day developments in examining the role of language and society. He was a true internationalist and pioneer in calling attention to the social and political consequences of decisions related to foreign language instruction, both in the U.S. and around the world. His mark on English language teaching in the Philippines, Egypt, Jordan, Colombia, Kenya and a host of other countries is deep and enduring. He also served TESOL as a member of the Executive Board and as vice president.

Betty Wallace Robinett, Ph.D.
Teacher, Author, Teacher Trainer, Administrator

Betty Wallace Robinett is probably best known for her work in phonetics and is co-author of *The Manual of American English Pronunciation*. She was the first woman in the U.S. to receive a Ph.D. in linguistics (1951 from the University of Michigan). Primarily a teacher and a teacher trainer, she has also served as an ESL program director, associate vice president for academic affairs, president of TESOL, NAFSA, IATESL and AAAL, chairman of the Fulbright Advisory Screening Committee on Linguistics and ESL, and chairman of the USIA's English Advisory Panel. She was also a founder of the journal *Language Learning*, a founding member of TESOL, the first editor of *TESOL Quarterly* and a recipient of TESOL's Alatis Award. She retired from the University of Minnesota as professor emerita in 1988.

Advice to ESL Professionals
"Teaching is one of the most satisfying of careers. Give it your all and you will never regret it."

K. Lynn Savage, M.A.
Teacher, Author, Teacher Trainer

Lynn Savage is best known for developing innovative ESL materials. Her many projects include *Vocational ESL Master Plan*, a curriculum guide for ESL learners; *English That Works*, the first vocational ESL textbook series; *English as a Second Language: Standards for Adult Education Programs*, the first published ESL standards for adult education programs; and *Crossroads Café*, the first ESL series designed for broadcast in the U.S. She currently teaches ESL at City College of San Francisco.

Advice to ESL Professionals
"Don't become complacent. Once you've met a challenge, look for a new one, and teaching will remain a joy."

Susan Stempleski, M.Ed.
Teacher, Author, Teacher Trainer, Consultant

Susan Stempleski is internationally recognized as an authority on the use of video in language teaching. She founded the TESOL Video Interest Section and with USIA has trained teachers in over 30 countries to use video in language teaching. She is series editor of the *ABC News Intermediate ESL Video Library*, ESL director and supervising editor of the *Hello, America* multimedia ESL course and co-author of the telecourse *That's English*. She has written more than 30 texts and teacher resource books including *Video In Second Language Teaching: Using, Selecting and Producing Video for the Classroom*. She has been a consultant for such organizations as Microsoft and Encyclopedia Britannica. She teaches ESL at Hunter College and Teacher's College, Columbia University.

Advice to ESL Professionals
"Don't just follow trends. Be aware of directions in the field but create your own unique path by bringing what you know and love about life into your lessons and professional activities."

Earl W. Stevick, Ph.D.
Teacher, Author, Teacher Trainer

Earl W. Stevick is most noted for his mentoring of ESL/EFL teachers all over the world. Among his many achievements, perhaps most notable is his seminal book *Memory, Meaning and Method*, which has had a great deal of influence on teachers and teacher trainers worldwide. "I have liked to explore the part of the created order that has to do with learning and teaching languages, to (re)discover good ideas of others, to disseminate all these findings as clearly as I could, and where possible to reconcile differences and reach new syntheses. My greatest satisfaction has come when fellow teachers, whether new to the profession or much more highly placed than I, have told me that something I've said or written had stimulated in them a richer understanding of themselves, their students, and their work."

Advice to ESL Professionals
"It's very simple: just keep your eye on what goes on inside and between people in the classroom. It's infinitely complex because people are."

G. Richard Tucker, Ph.D.
Language Educator, Researcher, Author, Teacher, Academic Administrator

G. Richard Tucker has been recognized for his "significant contributions to the body of research on language acquisition and the establishment of sound bilingual education programs."—NABE. He has published more than 175 books, articles or reviews concerning diverse aspects of second language learning and teaching. Currently professor of applied linguistics and head of Modern Languages at Carnegie Mellon, he was president of CAL and professor of psychology at McGill. He has worked in Southeast Asia, the Middle East and North Africa as a language education advisor for the Ford Foundation. He was co-recipient of ACTFL's 1997 Pimsleur Award and recipient of TESOL's Alatis Award.

Advice to ESL Professionals
"We must do a much more effective job of explaining to policy makers, administrators and other educators exactly what it is that we do and why the work we perform is so critical to our collective national well-being."

Christine Meloni's
NETWORTHY

Online Publications Provide an Audience for Student Writers

In our writing classes we try to emphasize the concept of audience, but what audience do we offer to our students? Generally *we* are their only audience although we sometimes ask their classmates to become their readers.

The Internet, however, is expanding this limited focus. Teachers can send student writing to audiences beyond the physical classroom by organizing interclass e-mail groups and by utilizing listservs and newsgroups. They can also publish student writing on the Web for a potentially enormous audience.

Many schools have created magazines on the Web for student writing. If your institution does not have such a publication, don't despair. Take a look at *Exchange* and *Topics*, two excellent online magazines designed specifically for ESL/EFL students that would welcome your students' writing.

Exchange

http://deil.lang.uiuc.edu/ExChange/

Exchange was created in 1994 by Volker Helgelheimer, Rong-Chang Li and Yong Zhao, doctoral students in the SLATE (Second Language Acquisition and Teacher Education) program at the University of Illinois at Urbana-Champaign (UIUC).

According to Jason Stegemoller, the current *Exchange* coordinator, "At the time of its creation, the purpose of *Exchange* was to investigate ways in which ESL learning resources could be collected, organized and presented on the Web."

The current emphasis of *Exchange* is on reading and writing in English. One of the primary goals is to provide a forum in which nonnative speakers of English can express themselves in English. Students are invited to send in submissions of 2000 words or less.

The magazine is divided into several sections: World Cultures (ceremonies, rituals, holidays and traditions), Stories (short stories, poetry and other creative writing), Cookbook (recipes), and Class Projects (descriptions of collaborative projects). Some titles of recent publications are "Wedding Celebrations," "Educational Systems: America and Taiwan," "Surprising Experiences in China" and a literary review of *Great Expectations*.

In addition to publishing students' work, *Exchange* assists students in finding penpals. *Exchange* is supported by the Intensive English Institute, which is affiliated with the Division of English as an International Language at UIUC.

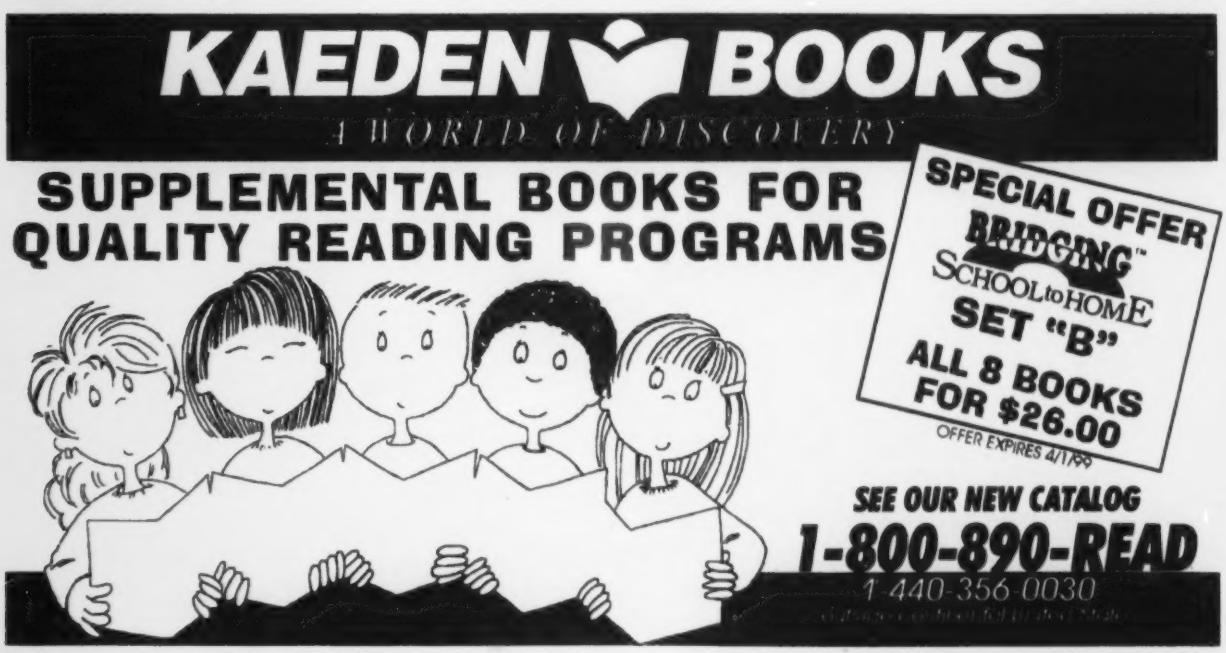
Topics

http://www.rice.edu/projects/topics/Electronic/Magazine.html

Topics is another online magazine for ESL/EFL learners at all levels of proficiency and from all parts of the world. It is published by Sandy and Thomas Peters at Rice University. Four issues of *Topics* are published every year.

Students are invited to submit writings on any topic (maximum 500 words). Recent issues include articles on teen workers, restaurants, international foods, genetic engineering, international sports championships and horseback riding. Additional features include the "Topic Box," which offers suggestions for students who need inspiration and two columns, "Readers' Responses" and "Teachers' Viewpoints."

Christine Meloni can be reached at meloni@gwu.edu. She will be presenting on March 12 at TESOL '99.



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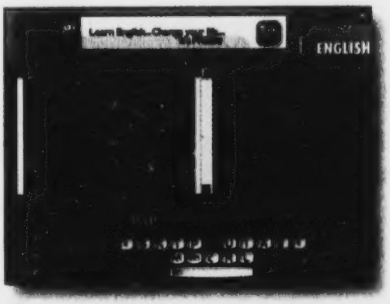

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Current Perspectives On Improving AURAL COMPREHENSION

BY JOAN MORLEY

Listening—compared with speaking, reading or writing—is used far more than any other single language skill in our daily lives. We listen twice as much as we speak, four times as much as we read, and five times as much as we write. Yet most of us take listening for granted and have little awareness of our "performance" as listeners.

To most of us it seems that just as we are born breathing, we are born listening and don't need listening instruction. "After all, listening is neither so dramatic nor so noisy as talking," commented Weaver, long an advocate for attention to listening as an active language skill. He notes that as talkers we are the center of attention for our listeners. In speaking, our behavior is overt and vocal and we hear and notice our own behavior, whereas listening often seems like merely being there doing nothing (Carl Weaver, 1972). Throughout our K-12 schooling, although we are taught reading, writing, and sometimes speaking, we are rarely taught listening.

ESL/EFL Aural Comprehension Instruction: Looking Back and Ahead

The second language field, too, took listening for granted until relatively recently—branding it a "passive" skill and giving it incidental and peripheral attention. Neither the British model of situational language teaching nor the predominant American model of audio-lingual instruction took particular notice of listening beyond its role in the imitation-repetition of patterns and dialogues. (See Model #1, below.) Until recently, the need for special attention to aural comprehension as a skill in its own right was not broadly recognized. As the field evolved, however, this began to change and instructional materials which targeted aural comprehension grew from a handful of texts—Morley, 1972, Plaister, 1972, Underwood, 1973, Maley and Moulding, 1979—to scores on the market now. However, in addition and more importantly, knowledgeable ESL teachers today realize that "buying the right books and the right tapes" and hoping to develop proficient skills in listening comprehension in half-hour lessons three times a week is nonsense. This practice gives short shrift to this critical basic skill which underlies all of language learning. Recognizing this, many teachers today are creating a wide variety of innovative listening activities specifically designed to meet the needs of their students, and many activities feature meaningful tasks and real-life communicative outcomes. (See Models #3 and #4, below.)

Our field has come a long way in the last quarter century, and we have learned much about the cognitive and communicative processes of language learning. In particular, research has demonstrated the pivotal role played by learner participation in the interactive, input-output, listening-speaking communication "chain." It is now well documented that two second language learning features establish the importance of well-structured attention to aural comprehension:

"We listen twice as much as we speak, four times as much as we read, and five times as much as we write. Yet most of us take listening for granted."

1. "Proficiency in listening comprehension makes a central contribution to the learner's overall development of competency in the second/foreign language.

2. The systematic development of listening comprehension is of critical importance not only as input for learning to speak the language, but also as a premier skill in its own right." (Morley, 1996)

Furthermore, within a current ESL philosophy which embraces a dual focus on (a) teaching *language;* and (b) teaching *self-help strategies for learning language*, it is important that teachers take seriously the responsibility of guiding students toward active awareness of their learning role in three listening/communication contexts: one-way, two-way, and self-dialogue communication. Listening is no passive experience in any of these; all are highly active participatory experiences. (See Morley, in Celce-Murcia, 1991.)

One-Way (Uni-Directional)
One-way or uni-directional communication is *reactive communication*. Learners receive input from all around them—from the media (radio, television, films), from public performances (class lectures, public lectures, plays, musical shows, debates), and from instructional situations of all kinds (e.g., their own ESL classes, recorded telephone messages, public address announcements, conversations overheard, organizational meetings, religious services).

Two-Way (Bi- and Multidirectional)
Two-way communication may be bi- or multidirectional. In both cases, learners engage in two-way *interactive communication* not only in their classes but in outside activities, spontaneous ones, or ones arranged by inventive teachers. Here the learner plays the reciprocal roles of both listener and speaker.

Self-Dialogue (Auto-Directional)
In our first language we all engage in "self-dialogue" or *intra-active communication,* which is self-generated. However, seldom do we encourage learners to develop this communicative skill in their second language. Here learners can be encouraged to recreate second language monologues and dialogues "in their heads" and "hear again" as they re-live and re-tell for themselves some of the communicative interludes of the day. They can be encouraged to self-dialogue and to attend to their own internal second language production as they think through and rehearse alternatives, plan strategies, make decisions—all by talking to and listening to themselves. Ultimately, this conscious attention to self-talk and thinking in the second language can be as real and purposeful a goal as any other learning goals.

Today as we look ahead toward the needs and expectations in second lan-

guage theory and practice in the new millennium, the value of aural comprehension in the second language curriculum is largely acknowledged, although in many programs it is underdeveloped. Therefore, the task of making the case for listening instruction remains. Moreover, the following theory and practice perspectives will assist teachers in reviewing their current programming and in planning their own listening agenda for learners.

A Listening-Oriented Program Review

Many ESL programs can benefit from a thoughtful review of the status of aural comprehension activities in their curriculum. A program review should consider the two important types of listening time available in the target language, both during school hours and beyond: exposure time and instructional time.

Exposure time includes the total amount of program time in which the target language is used for instruction, thus providing listening practice opportunities. It also includes the availability of the target language in the school, in the community, in the media.

Instructional time is the amount of time in which students are provided with specific listening-oriented activities (either as a part of the overall goals for a given lesson or as specific listening activities), the amount of time allocated for pre-listening preparation and for actual practice, and the amount of time devoted to instructing learners in how to develop their own listening/learning strategies.

It seems there is never enough time to meet all the needs of language programs, let alone to allot more time to listening, but a program review may reveal some alternative ways to use, conserve, and "stretch" time. Taken altogether, a review of the general curriculum and the listening-specific curriculum, including a special purposes needs analysis at beginning, intermediate and advanced levels, can provide information on the learners' uses of listening in the school context and can anticipate their needs as they move out to jobs and careers. (See Morley, in Nunan, 1995, for more information.)

Program Review Targets

A review should also target additional aspects of the program.

■ **The General Curriculum**. Here the program review can examine ways to capitalize on aspects of the exposure listening time available. Program revisions can focus on turning chance classroom noise into a structured source of enriched listening experiences. Overall planning can consider ways to implement a "listening-across-the-curriculum" concept, in which a listening focus is a part of every class, not simply a "package" of auditory input reserved for a designated listening class or a laboratory assignment.

■ **The Listening-Specific Curriculum**. Here the program review should look for ways to reformulate the instructional listening time available to obtain maximum benefits for learners. Revised programming can focus on the amount, the kind and the specific purposes of a set of listening activities which target uni-directional, bi-directional and auto-directional contexts.

Most of us take listening for granted and have little awareness of our "performance" as listeners.

■ **Listening "Stretch" Time**. A program review provides an excellent opportunity to consider a way to "stretch" listening time by exploring a "listening-across-the-day" concept. This listening focus makes use of a range of in-school and out-of-school auditory activities that can complement classroom activities.

1. An Innovative Self-Study Listening Library. For in-school use and for home check-out, materials can be selected with an eye toward a range of "free-listening" and "fun-listening" audio, video, and computer programs, perhaps some with accompanying work sheets. These might feature stories, poems, songs, participatory games, puzzles, riddles, and read-along or sing-along stories, songs and games. Some might be designed for pair or small group use.

2. A Community Outreach Dimension. Resources available in the target language community can be identified and field trip work which sends pairs or small groups of students out on specific task-oriented assignments can be arranged. These can be prepared and rehearsed in classroom simulations and can include information-gathering excursions and interviews of classmates, teachers and other school or community persons, as well as movies, plays, rock concerts, musicals, lectures, followed by group oral reports to the class. Additionally, students can be encouraged to participate in sports and hobby groups, to enroll in a conversation partner or homestay program, or to volunteer a few hours a week in a school or community project.

3. A Community "In-Reach" Dimension. Resources in the community can be utilized by inviting target language guests to participate in school events. Both adults and children might be asked to give talks and lead discussions or to participate in sports, recreational activities, social events, or work projects. (See Morley in Courchene, et al., 1991.)

Aural Comprehension Instructional Models: Matching Theory and Practice

At least four aural comprehension instructional models are available for teachers to consider in reviewing their programs. Each represents the pedagogical realization of a different perspective on listening comprehension. Each is discussed in terms of (a) learner goals, (b) instructional materials format, (c) procedures, (d) values, and (e) commentary. All four models can be used in listening comprehension teaching, when and if they can be shown to serve a specific and pedagogically defensible purpose as a part of an overall principled instructional rationale and at a given level of proficiency. (See Morley, in Mendelsohn and Rubin, 1995.)

MODEL #1 Pattern Matching: Listening and Repeating

Learner Goals: Learners are asked to imitate/repeat what they hear, within a listening and pattern-matching lesson

framework. The focus is on mimicry and memorization.

Instructional Materials Format: This model features audio-lingual style grammar and pronunciation drills and situational dialogue-memorization exercises. Listening is involved, of course, but the primary focus is on using listening as a means to another end—learning to speak the language—not on developing proficiency in meaningful listening as a skill in its own right. It is based on a hearing-and-pattern-matching behavioral model.

Procedures: Students are asked (a) to listen to a word, phrase, or sentence pattern, (b) to repeat/imitate it, and (c) (sometimes) to memorize it.

Values: This kind of course work enables students to do pattern drills, to repeat dialogues, and to memorize prefabricated pattern routines. It provides them with extensive and valuable opportunities to imitate stress and intonation patterns. Higher level cognitive processing and use of propositional language are not usually an intentional focus. This mode may or may not focus significantly on meaning, and while it involves the learner and an "input" source, either human or recorded, it is not a truly communicative experience.

Commentary: This is an old and familiar instructional framework. Although listening-and-repeating drills were widely used in teaching methodologies developed in earlier times, today they tend to be viewed by many teachers as outmoded, being short on qualities of meaningful intent and communicative function. Nonetheless, these kinds of exercises are alive and well in many programs around the world—where they continue to be employed in teaching both English and other languages, especially to beginners. Perhaps one of the chief values of this model is the role it plays in focused exposure to pronunciation—both sound patterns and phrase/sentence stress, rhythm and intonation patterns.

MODEL #2
Processing Discrete-Point Information: Listening and Answering Comprehension Questions

Learner Goals: Learners focus on listening and processing discrete-point information in order to answer comprehension questions.

Instructional Materials Format: These lessons feature a student response pattern based on a cognitive listening-and-question-answering model with occasional innovative variations on this theme.

Procedures: Students are asked (a) to listen to an oral text (along a continuum from sentence length to lecture length) and (b) to answer (primarily) factual questions. Exercises utilize familiar types of questions adapted from traditional reading comprehension exercises (true/false, multiple choice, fill-in-the-blank). This mode is sometimes called a "quiz-show" format of teaching.

Values: Aural comprehension work of this kind gives students experiences in manipulating discrete pieces of information, hopefully with increasing speed and accuracy of recall. It can increase students' stock of vocabulary units and grammar constructions. Exercises in this format do not require students to use the information for any real communicative purpose beyond answering the questions. Learners engage in meaningful one-way reactive communication but not interactive two-way communication.

Commentary: Instruction in this mode does, indeed, focus on the development of second language listening as a skill in its own right. However, beyond a kind of manipulation of discrete pieces of information, students are not asked to "use" the information in any meaningful or functional way—except to answer aural comprehension test questions, which Mendelsohn (1994) has called "testing camouflaged as teaching." Although this type of instructional material enjoys widespread use, the caution here is that such listening programs are *not* sufficient for developing communicative, functionally competent listening skills. It is probably most useful in automating low-level listening-and-responding behavior at a discrete-point "bottom-up" level of cognitive processing. It is important to note that this is only one aspect of aural comprehension processing, and one with a very narrow focus.

MODEL #3
Task Listening and Processing Text: Language Use and Language Analysis

Learner Goals: Students are engaged in processing spoken discourse for functional purposes. Their practice experience is focused on listening and carrying out real tasks using the information received.

Instructional Materials Format: Lesson activities feature a student response pattern based on a cognitive "listening-and-using" communicative model. Students listen, then do something immediately with the information received. They experience a variety of tasks in which they are asked to use the information in activities such as following directions, completing a task, solving a problem, transmitting the gist of the information to someone in speech (i.e., taking and relaying a message) or in writing (i.e., writing a message), listening and taking lecture notes.

Procedures: Students are asked (a) to listen, process, and retain information and (b) to use the auditorily transmitted language immediately to complete a task which is mediated through language. The context is completion of a communicative task where success or failure is judged in terms of whether or not the task is performed. (See Johnson, 1979.)

Values: Lessons based on this model focus on engaging learners in using the content presented in the spoken discourse, not just answering questions about it. Instruction is task-oriented, not question-oriented. One task type is *language use tasks* which ask students to listen and get meaning from the input in order to make functional use of it immediately. A second is *language analysis tasks* where the purpose is consciousness-raising and engaging students in active intellectual involvement in their own learning. Tasks are provided which help students attend to selected aspects of language which will increase their speed and accuracy in aural comprehension, especially discourse structure and function, and the use of prosodic cues in meaning interpretation. Learners are guided in developing cognitive, metacognitive and compensatory learning strategies.

Commentary: In this model the perspective shifts beyond listening and answering test questions to one of listening and using the language input in more intellectual applications. The aim is to provide learners with tasks which ask them to use the information in the aural text (rather than asking them to "prove" their understanding by answering factual questions) and tasks for language analysis. Listening instruction in this mode developed in line with emerging task-based communicative language teaching. Here, as noted by Candlin and Murphy (1987), "The central process we are concerned with is language learning, and tasks present this in the form of problem-solving negotiation between knowledge that the learner holds, and new knowledge received. This activity is conducted through language use, which may itself be seen as a negotiation of meaning."

MODEL #4
Interactive Communicative Listening: Critical Listening, Critical Thinking, Effective Speaking

Learner Goals: Students participate in coursework which is designed to increase speed and accuracy of aural comprehension in order to complete real

communication tasks which are situated in appropriate academic contexts. Activities involve real-time participation in a three-part cognitive pattern: instant decoding, critical thinking, and formulating an instant spoken or written response.

Instructional Materials Format: Instruction features the real-time/real-life give-and-take of carefully constructed classroom oral communication activities which are focused on enhancing the students' listening and speaking skills. The theoretical basis is an interactive cognitive model. Lessons provide a variety of student presentation and discussion activities, both individual and small-group, with follow-up audience participation and question/answer and commentary sessions as an integral part of the activities, including "formal" panel reports, and leading and participating in discussions on real issues. (See Morley, 1992, *Extempore Speaking Practice*, for activities and tasks.)

Procedures: Students are asked to prepare presentations and to participate in a range of in-class oral activities which demand rapid and accurate use of their oral communication skills—both listening and speaking. Activities engage students in the development of all three phases of the speech chain: (a) continuous on-line decoding of spoken discourse, (b) simultaneous cognitive analysis and synthesis of input, (c) instant formulation and encoding of a personal propositional language response appropriate to the communicative episode.

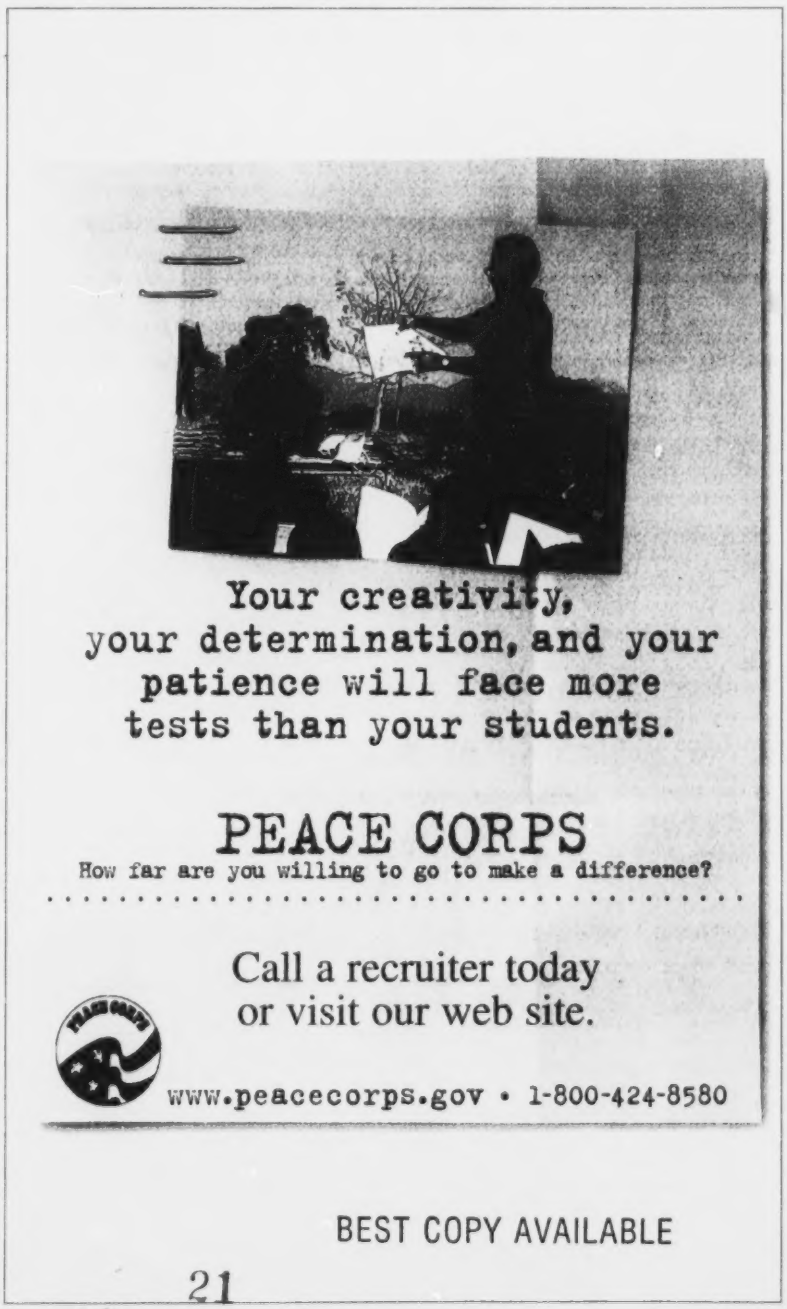
Values: This model features instruction which is communicative-competence oriented and deals with real-time real-world communication tasks of which proficient aural comprehension is a prime ingredient. Work is focused on guiding learners in the development of communicative skills in the four competency areas: linguistic competence, discourse competence, socio-linguistic competence and strategic competence. (See Canale and Swain, 1980.)

Commentary: Much of real-world listening is not done in a one-way listening mode, and it is essential that the ESL aural comprehension curriculum provide opportunities for students to improve their skills in a variety of two-way listening contexts. Classroom experiences which mirror real-life contexts need to be provided. And while the need for two-way listening expertise is not unique to any one group of second language learners (vis-à-vis age, situation, level of proficiency), it is a particularly high-priority focus—and a stress-producing concern—for ESL students in higher education. High school and college students express worries not only about the unidirectional listening skills needed for lecture comprehension and note taking, but also about the even more threatening listening situations where they must participate in bidirectional (and multidirectional) contexts both in and out of classes in all manner of academic interactions.

Conclusion

Over the last quarter century the importance of aural comprehension in second language learning theory and practice has moved from a minimal status of passive skill given incidental and peripheral attention, to an evolving position of significance, indeed central concern. Many more instructional materials are now available, but more importantly, many teachers today are creating their own materials, based on their students specific-purpose listening needs. Programs need to be reviewed and various models of aural comprehension instruction considered so that teachers may continue to progress in planning the listening agenda for their students.

Joan Morley is full professor of linguistics and EAP instructor at the University of Michigan.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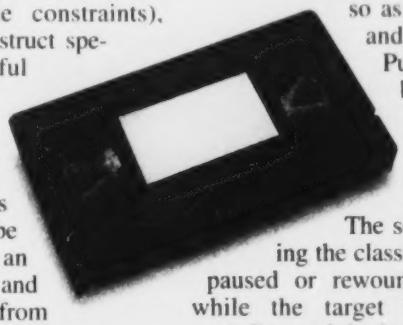
Annotate Classroom Video for Individualized Feedback

BY KAREN PRICE, PH.D.

Videotaping student performance in the classroom allows teachers to review and assess student performance, target areas for improvement and keep a record of progress throughout a term. However, these tapes can become even more useful when copied and annotated for individual students using a set-up designed by the author. These copies of classroom videotape with added comments from the teacher allow teachers to give more individualized oral feedback to students (with fewer scheduling and time constraints), allow teachers to construct specific and meaningful homework assignments and can also help students with self-assessment.



If a school has two VCRs, they can be connected so that an instructor can quickly and easily copy segments from a classroom videotape together with oral commentary onto a second tape for the student. The result provides individualized attention for each student in an aural medium that the student can view later at home or in the language resource center. One videotape is dedicated and labeled for each student for ease in referring back to and adding annotated segments throughout the semester.

Setup

Duplicating a videotape requires two VCRs connected to each other. One is the "source" VCR used to play the original tape made in the classroom; the other is the "target" VCR used to copy segments of the classroom tape. This set-up is similar to a dual audiocassette deck. A microphone must be plugged into the target VCR so that it will record the instructor's comments.

Procedure

After connecting the two VCRs and the microphone, insert the classroom videotape into the source VCR; only the PLAY and PAUSE buttons will be used on this VCR. Cue up the classroom videotape to the part you want to copy for a student. Insert the student's videotape into the target VCR. If this is the first time the student's tape is used, start recording at the beginning of the student's tape. If not, cue up the student's tape to the end of any previously recorded material so as not to tape over and lose anything. Push the RECORD button on the target VCR and then the PLAY button on the source VCR. The source VCR playing the classroom tape can be paused or rewound and replayed while the target VCR continues recording and the instructor continues making comments.

Videotapes duplicated for students can be used in many ways, including active viewing tasks (e.g., "Watch again. How many times did you use time markers instead of the past tense?"), accent reduction activities and error correction. The resultant recordings can provide meaningful tasks and feedback for students as well as a tangible record of student performance. Instructors often find that making these tapes takes far less time than individual meetings with students.

Karen Price teaches at the Harvard Graduate School of Education and consults on uses of technology and the development of multimedia materials. She can be reached at kprice@tiac.net.

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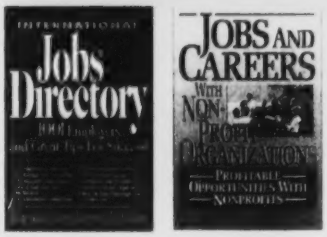

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TESOL '99 Avenues to Success

BY CONSUELO STEBBINS

In the shadow of New York City's Ellis Island, more than 8,500 English language educators are expected to convene for the world's largest ESL/EFL-related convention and exposition. Teachers of English to Speakers of Other Languages, Inc. (TESOL), will conduct its 33rd annual convention, March 9-13, 1999, at the New York Hilton and Towers.

Attendees will have the opportunity to network and participate in sessions exploring issues and techniques in second language teaching that are more important today than ever before. The fastest growing segment of school children in the United States speak a language other than English at home. Increasingly, with advances in technology and communications, English is the language of choice for the global economy. The fact that most people who use English now do so within the context of other languages is a trend of interest to David Crystal, noted writer and honorary professor of linguistics at the University of Wales, who will explore the implications of this trend at the opening plenary session.

Language teachers, program directors, curriculum developers, linguists, media specialists, bilingual educators, professionals working with refugees, and others will all find something of value at this event. The convention will include a cutting-edge technology lab, an extensive job fair and thousands of sessions.

TESOL '99 Highlights

Featured International Speakers

World-renowned experts in ESL or EFL such as Ben Bahan, Kathleen M. Bailey, Margarita Calderon, Virginia Collier, Jodi Crandall, Allan Luke, John Rassias and Walt Wolfram will present on topics and trends in the profession.

Progress in Standards

The Pre-K–12 Standards Project Team will discuss the implementation and assessment of ESL standards in public school settings. Discussions will also focus on adult education program standards and community college employment standards, both TESOL initiatives.

Advocacy Activities

Effective grassroots advocacy, a U.S. legislative update, materials for participating in the year 2000 census, and letter writing will be highlighted.

Spotlight on Research

The 1999 Research Symposium is designed for novice researchers who want to investigate issues in their own teaching and professional lives, especially in the EFL context. In an invited session, G. Richard Tucker, Fred Davidson and Patsy Duff will explore the characteristics of a policy-related research agenda.

Educational Visits and Cultural Tours

Participants who want to make the most of their visit to New York City will have opportunities to witness a fascinating array of educational settings, reflect on teaching practices, and visit some of the world's most enticing cultural events around Manhattan. A dramatic tour of Ellis Island, which has been reserved for TESOL's use for one evening, will allow participants to follow in the footsteps of thousands of immigrants through the exhibitions and films that document their stories.

TESOL '99 is the premier event of the year for language educators. It offers a week of fabulous choices for professional development and personal growth.

Consuelo Stebbins of the University of Central Florida is TESOL '99 Convention Chair.

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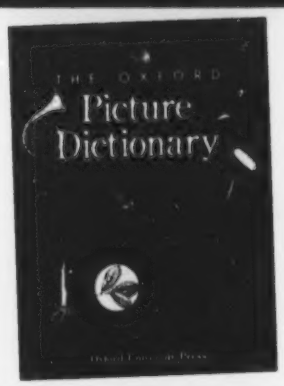

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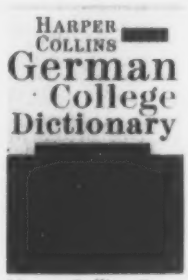

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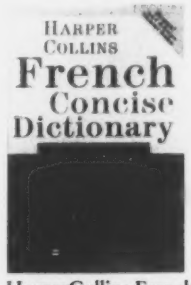

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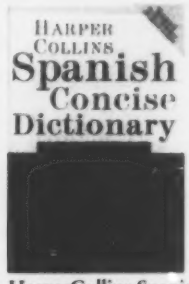

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The Grammar Book: An ESL/EFL Teacher's Course, 2nd Edition
Marianne Celce-Murcia and
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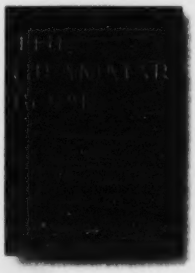


Walking down the hall at school carrying both the first edition of *The Grammar Book* and the new second edition, I stopped to talk with a colleague in our ESL program. He looked at the stack of books and reached out to touch the white cover of the first edition: "That book makes me confident," he said. "When I have to teach a grammar point, I feel confident in my class after I've studied what they have to say." His comment suggests the importance to many ESL/EFL professionals of Celce-Murcia and Larsen-Freeman's 1983 classic grammar reference text *The Grammar Book: An ESL/EFL Teacher's Course*. Providing a new edition of such a book is both necessary and a tremendous challenge. A new edition is certainly necessary because we have learned a lot about English, language and second language acquisition since it was first published in 1983. However, making changes in a book that so many people know so well and depend on so much was surely a challenge for the authors.

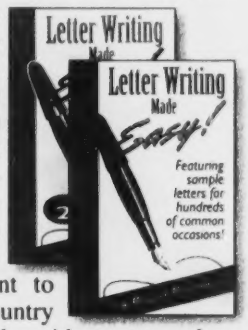
Longer than the first edition by 200 pages, the second edition involves revisions of previous chapters to add new content and to reorganize the structure of chapters into the form/meaning/use scheme developed by Larsen-Freeman in other work. The teaching suggestions at the end of each chapter have been divided by form/meaning/use although they still do not indicate proficiency level or age grouping for students. In addition, new chapters have been added, including an introductory chapter that explains basic grammar terminology and an insightful chapter that places tense-aspect in a discourse context. The chapter bibliographies have been updated and expanded to include new theoretical and pedagogical references. For a book of this length, an index system is of fundamental importance. The second edition continues the very useful system of the first edition with four separate indices organized by author names, languages/language groups, words/phrases, and topics.

As a result of these changes, ESL/EFL teachers can continue to have confidence in *The Grammar Book* to provide information, examples, ideas for activities, and references to additional information to study a topic in greater depth. This second edition will become a new classic for those who have depended on the first edition as well as for teachers who will use this essential resource for the first time.

Patricia Byrd is a professor in the Department of Applied Linguistics and ESL at Georgia State University. She is the co-author of Grammar in the Composition Classroom, Applied English Grammar, Problem/Solution, *and* Improving the Grammar of Written English, *co-editor of* Looking Ahead *and editor of* Material Writer's Guide.

Letter Writing Made Easy! I and II
Margaret McCarthy
Santa Monica Press, 1998

Letter Writing Made Easy!, Volumes I and II, by Margaret McCarthy are excellent practical resources for the ESL classroom. Written in simple, easy-to-understand language, these books provide the expert guidance students need to learn the basics of letter writing. Adjustment to life in a new country cannot be made without an understanding of personal expression. Letter writing is an essential vehicle for expressing many matters and concerns. These books ease students' fears about letter writing by integrating the American cultural styles of directness, politeness and honesty.



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Valerie Lernihan is an ESL teacher in California.

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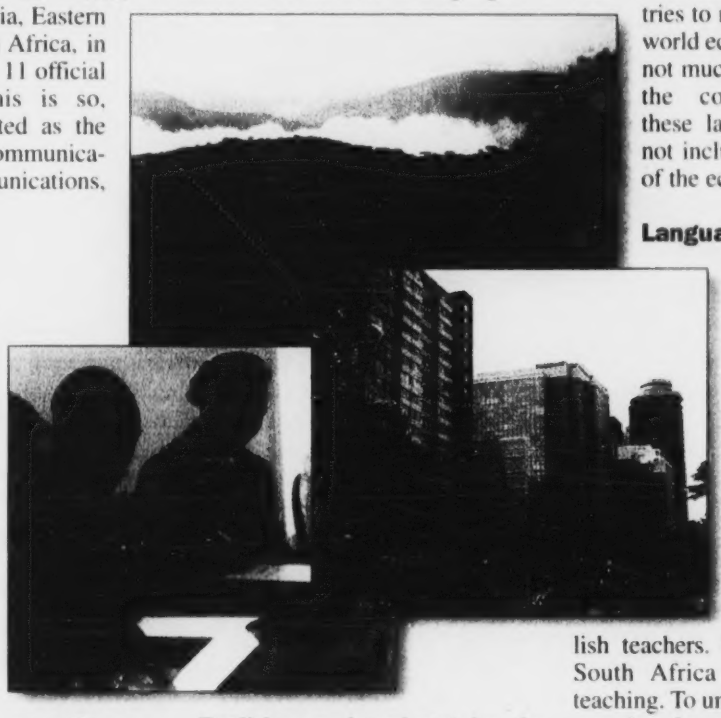
South Africa—A Place for English Teaching Pioneers

BY DALLAS HARRIS

South Africa is a land of contrasts with a multicultural population of close to 40 million people. It has been described as the "Rainbow Nation," which is an apt description if one considers that the population is comprised of Africans, Asians, Europeans and a sizeable immigrant population from all over the world, including Greece, Malaysia, Eastern Europe and China. South Africa, in true democratic style, has 11 official languages. Although this is so, English is widely accepted as the common language of communication in business, communications, politics and education.



The Languages of South Africa

The vast majority of South Africans speak English as a second language, although within this majority there is a sizeable proportion who live traditional lifestyles in rural areas and for them, English might as well be a foreign language as they very rarely come into contact with it. It is the newly emerging black middle class who see the benefits of learning English most, needing a good command of the language to progress in commerce and education.

The first non-African language introduced to South Africa was Dutch, in the mid 17th century. It soon developed into a "South African" form, and the Afrikaans language was born. Afrikaans has never been popular with the African population, which is not surprising as it has always been associated with the "oppressors," from the early settlers or "boers" to the previous Nationalist government. For many years though, it was the official language of South Africa—a truly South African anomaly, as the Afrikaans-speaking sector of the population has always been a minute minority. It remained an important language in South Africa right up until the first democratic elections in the country in 1994, when it then took its place along with the ten other official languages.

English was introduced by the British settlers at the beginning of the 19th century. It was by far a minority language, used in small enclaves of British occupied territory. Today, however, it is viewed as a language of empowerment, spoken by educated people. While South Africa remained isolated from the rest of the world during all the years of Afrikaans rule, and while Afrikaans governments enforced Afrikaans as the official language, English was relegated to second place. Now that South Africa is opening up to the rest of the world and apartheid values are being replaced, English has become a much needed communication skill that is still spoken well by a small minority.

So what place is there in this newly developing democracy for the other languages of South Africa—Zulu, Xhosa, Sotho, Tswana and others? Unfortunately, as South Africa tries to modernize and enter the world economy, the answer is—not much place at all. Although the constitution recognizes these languages, that they are not included in the mainstream of the economy or in education.

Language Education Crisis

Today in South Africa there is a language crisis in education at all levels. For the vast majority of scholars and students, English is a second, unmastered language, and yet the medium of education is English, or Afrikaans. The problem arises because there aren't enough suitably trained English teachers. There is no history in South Africa of English language teaching. To understand why, one must examine the apartheid policies of the previous government.

In the days of apartheid, there were only two official languages—Afrikaans and English. There were English medium schools and universities and Afrikaans medium schools and universities. These were the domain of the white minority. Of course education was provided for the black majority—it was known as Bantu Education—but its standards were appalling. Teachers were unqualified in many cases, and the government curricula were sub-standard. A famous

quote by Dr. Hendrik Verwoerd, the architect of apartheid, explains the situation. Talking about the Bantu Education policy, he said that the Bantu would never be anything more than "hewers of wood and drawers of water" and that the standard of education would only need to meet this standard.

Language was always a bone of contention with the government. Although the medium of instruction in the Bantu schools and "bush colleges" (black universities) was often the mother tongue, all textbooks were either written in English or Afrikaans. When the government tried to enforce Afrikaans as the only language for examinations, the result was the 1976 Soweto student riots.

Today there are literally millions of black South Africans who graduated from school and yet cannot express themselves in English, at least not well enough to "make it" in the world of commerce and industry. It is this vast sector of the population that now requires English instruction, and yet there are far too few institutions that provide it. Industry training departments and nongovernmental organizations have made some attempts to provide literacy training, and this has been essential in a country where a great percentage of the adult population is still illiterate. However, not much has been done "post literacy"or ESL-wise.

Within education, thousands of university applicants are still seriously disadvantaged as a result of poor English language skills, and although individual institutions have tried various "bridging courses" to improve the situation, most of these programs are ineffective as a result of the lack of knowledge and skills in ESL teaching. These courses are still far too academic in most cases, and the people teaching them are very often not language teachers at all and so have no specialized knowledge of how to approach language teaching.

There is a profound need for teacher training, and not much has been done so far. There are three schools in South Africa offering the Cambridge/RSA Certificate in English Language Teaching to Adults course, but most of their graduates are leaving to travel and teach in other parts of the world. Also, in South Africa classes are always big: 30 to 50 pupils in a class is normal. There is a need for a methodology of practical language teaching that takes large classes into account.

The Need for Teachers

Learning English is a relatively new concept in South Africa although it is very much in demand, and it is long overdue. Of the 15 or so English language teaching schools in the country, most of them offer courses exclusively to the overseas market, and there is still a large gap in the local market that needs to be addressed. The low cost of living here and the favorable exchange rates make South Africa a very attractive destination for English teachers, not to mention the many opportunities for travel and tourism. In cities like Durban, with its British heritage, English is the common language "on the streets" and this too is a factor which makes learning English here attractive. Living standards are relatively high and modern conveniences such as satellite TV, the Internet and fast food are available. The climate is

A Teacher's Perspective: NATANYA VAN DER LINGEN

My name is Natanya van der Lingen, and I'm a 25-year-old South African. I teach English at The English Centre-Durban, a private English school on the sub-tropical east coast of South Africa.

I was introduced to teaching English as an au pair in France. My employer asked me if I would be interested in teaching English to a few of her daughter's friends. Before I knew it, I had a weekly class of twelve very excitable five-year-olds! On my return to South Africa, I obtained a TEFL Certificate from the Cape Town School of Languages and an RSA/Cambridge CELTA from The English Centre-Durban. I also have a degree in Spanish and French from the University of Natal-Durban.

Natanya van der Lingen

One of my classes is composed of adult Zulu speakers. They are professionals or students who want to improve their English. The class meets on Saturday afternoons because the students are unavailable at other times. It's a small class but the students are highly motivated. This general English class covering everything from telephone conversations to the present perfect.

The students' level of writing is much lower than their level of speaking, partly a result of South Africa's former poor standard of black education and partly due to the fact that they've had to learn to speak English in daily situations, as a tool of communication, without having a great a need to write it. They've also not had much practice at looking at language analytically. Consequently, their communicative ability in spoken English is very good, whereas their accuracy in both spoken and written English still needs much work.

Pronunciation is another interesting issue, as Zulu is phonetic and only has five vowel sounds compared to the seemingly endless number in English. As a result, words such as "bet" and "bat" are pronounced the same, and "work" becomes "wek." My Zulu students are both awed and overwhelmed by the complexities of English pronunciation. I, on the other hand, am impressed by the way in which they effortlessly make the three click sounds (represented by the letters *c*, *q* and *x*) of Zulu.

I also teach a full-time intermediate/upper-intermediate general English class of international students from all over the world (from other parts of Africa—Mozambique, Angola, Guinea, The Comores—as well as from Germany, Switzerland, Mexico and Taiwan). The most rewarding part of this class is observing the interaction of the different cultures and listening to the various opinions raised. The students feel enriched by this cross-cultural interaction and by the exchange of ideas and experiences. We've had some very interesting discussions about the roles of women, the size of the ideal family, the importance of modern technology and about the concept of "happiness."

I really enjoy teaching English to local and international students. In the future, I'd like to take international students on more cultural excursions in and around KwaZulu-Natal, a province that has plenty to offer including Zulu culture, township life, beautiful beaches and game reserves.

also comfortable for living and travel, being sunny and pleasant most of the year.

English language teaching is just being born in South Africa. There are still only a handful of schools with qualified teachers. So far, these schools have targeted the international market, although there is a vast local market waiting to be serviced. One problem, though, is that this is a relatively poor market and much help will be needed from the government and overseas donors if it is to be served. There is enormous potential for English language teaching here, but it will take time to develop. Apart from the need for professional development within the industry itself, the overseas markets will also need to be convinced that South Africa can provide the necessary services in an environment that is safe and inviting to foreigners. I believe that this is feasible and for those brave English language teaching pioneers, the fruits are here to be harvested.

Dallas Harris is director of The English Centre in Durban, South Africa.

A Teacher's Perspective: LYDIA MARTIN

I have recently been teaching a class of 24 Zulu speakers between the ages of 19 and 30 training to be "paralegals," which seems to be a South African term for those who mediate between the legal system, the authorities and the community. The group as a whole are very motivated and serious about learning. The responsibility they carry for themselves, as young black South Africans, and for their communities is all too apparent.

South African students today are highly motivated and serious about learning.

The 30-hour English course was compiled specifically to enable trainees to improve their communication skills within their professional fields but also within their everyday lives where contact with English speakers would be on a daily basis. Their English skills are very specialized as a result of their paralegal training, but what became apparent was that their language skills were also very limited. All lectures, reading materials, exams, etc. are in English—so their ability to use legal terms or to discuss a person's rights or the constitution was surprisingly good. However, their general conversation skills—talking about themselves, making plans and "social English"—were noticeably weaker. The majority of the trainees are from rural areas. Zulu being the language for communication on all levels and English being a language used intermittently and purely within the classroom environment.

It seemed important to place English into a more natural and meaningful context. Lesson materials were used to introduce trainees to information, attitudes and values from around the world—broadening horizons primarily, but also creating the need for English on a more light-hearted and stimulating level.

The course whizzed by and we had time only to touch upon various topics. The trainees were very clear about their own needs as second language learners, but more than anything they wanted to communicate and enlarge their own attitudes and world view. It's been a very satisfying course to teach and has given me insight into the lives, ambitions and attitudes of young black South Africans at this crucial time in the country's history.

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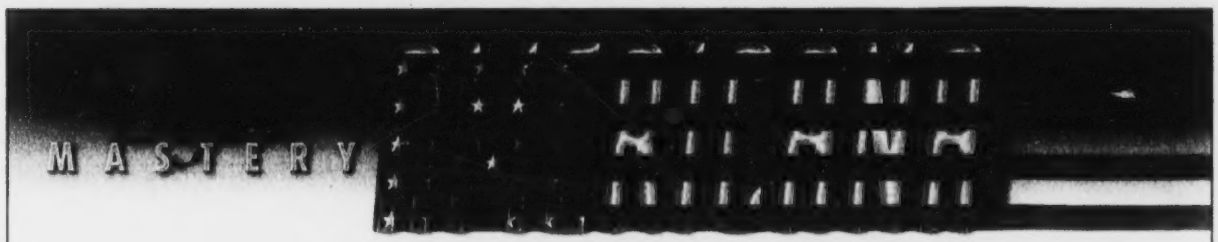

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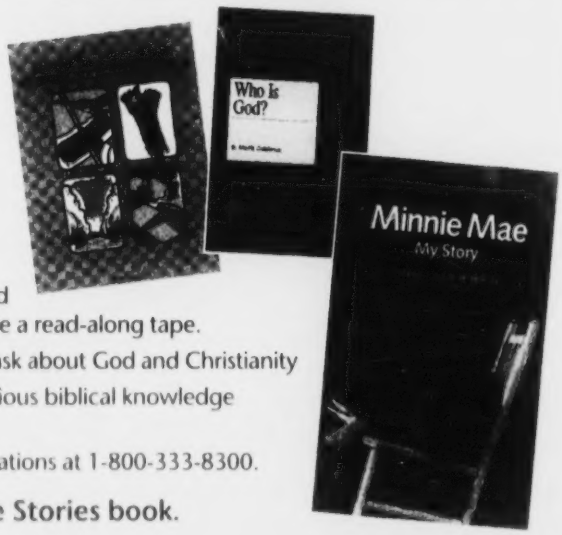

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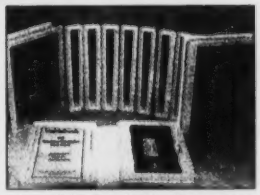

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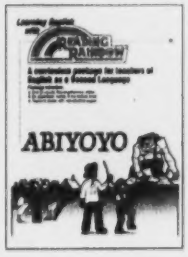

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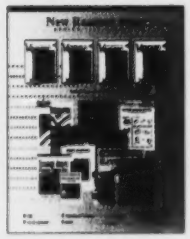

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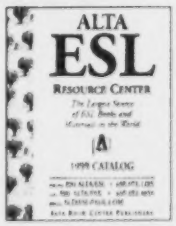

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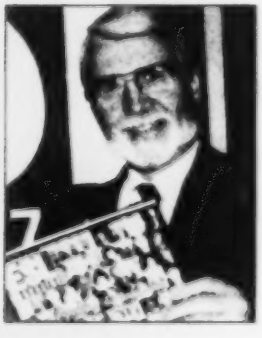

Stanley F. Pickett
Chairman and President of American Language Academy, Rockville, MD.

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(Christine Meloni's Networthy is now online!)

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EDITOR'S NOTE

A Revolution is "CALLing" in the Classroom

The Information Superhighway is a fast-paced, noisy place. How then is a "quiet revolution" taking place in computer-assisted language learning (CALL)? Elizabeth Hanson-Smith describes the way in which schools and English language teachers, typically creative and able to use and adapt countless resources, are using technology to create learning environments that are more engaging and productive for learners than ever.

These days many of us can't live without our e-mail. Moreover, many of us wouldn't want to teach without it either! Lloyd Holliday answers some important questions for those with concerns about the English of e-mail. Are we justified in using this popular medium in teaching?

Community-based ESOL and literacy programs face many challenges in doing work that changes lives. Elizabeth Holden shares the story of Greater Homewood, a program in Baltimore, Maryland that has met challenges in many exciting and creative ways that have benefitted both the learners and the community at large. Many of their ideas will be valuable not only to those in community-based programs, but in any English language teaching setting.

The importance of the English language is growing in Vietnam as the country continues to recover from what many Vietnamese refer to as the "American War" there and from the U.S. economic embargo lifted five years ago. Marc Phillip Yablonka shares his observations about life in Vietnam, the status of English there and the preparation of English language teachers.

Marilyn Rosenthal

Marilyn Rosenthal, Ph.D.
Editorial Director

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Subscription Information
Introductory rate: 1 year, 6 issues, U.S.: $16.95, Canada/Mexico: $24.95, outside North America: $34.95. All prices in U.S. $ and must be paid in U.S. funds. To subscribe, fill out subscription form on page 30 (photocopy additional forms if necessary) and mail with payment to: *ESL Magazine*, 220 McKendree Avenue, Annapolis, MD 21401. Or fax subscription form with credit card information to 410-810-0910. Please call 410-570-0746 for all other inquiries.

ESL Magazine is published bimonthly by Bridge Press, LLC
220 McKendree Avenue
Annapolis, MD 21401
eslmagazine@compuserve.com
www.eslmag.com

ISSN: 1098-6553

ESL Magazine is abstracted and indexed with ERIC.

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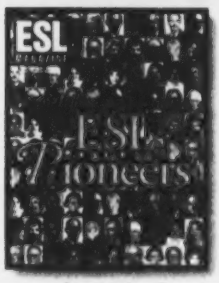

Send letters to eslmagazine@compuserve.com or ESL Magazine, 220 McKendree Ave., Annapolis, MD 21401. Include your name and position or address.

American ESL Pioneers

▶ Thanks for the many kind words about Michigan. You have named six people as having a Michigan connection: C. Fries, R. Lado, A. Markwardt, D. Brown, J. Morley and B.W. Robinett. However, you probably did not have information about the ties that six more of your honorees have to Michigan. I list them, for they are people who contributed to "the pivotal role of the University of Michigan in the development of the American ESL field": Virginia French Allen, Edward Anthony, Russell Campbell, Allene Grognet, Diane Larsen-Freeman, Kenneth Pike.

—JOAN MORLEY
Ann Arbor, Michigan

▶ Nice job on the American Pioneers edition of *ESL Magazine*. Your explanation was fair regarding the selection; the cover was quite an attention getter.

—JOHN FANSELOW
New Zealand

▶ Congratulations on the latest issue; it was particularly interesting! I was pleased to see Ed Cornelius included. Although Ed has been a pioneer for many years, he's not as well known as, say, James Alatis or Mary Hines or Mary Finochiarro—though he should be. Ed is a unique phenomenon, a "materials development engine." He's created hundreds of text, audio, and video materials; he never stops. I admire him greatly.

—DENNIS OLIVER
Arizona State University

Aural Comprehension

▶ Morley calls listening comprehension "a critical basic skill which underlies all language learning," but first, how do we more expeditiously get learners to discern new sounds correctly, know the rules of sound changes to real-life words, naturally use the common core vocabulary, build up an adequate stock of spontaneous recall thought units, and catch the exact sounds of real-life colloquialisms? Let's get the practical nuts-and-bolts in place before engaging in academic exercises that often frustrate rather than enlighten.

—DAVID DAVIS
Beverly Hills, CA

South Africa

▶ I found the article by Dallas Harris both fascinating and informative. Now that my interest has been piqued, where can I learn more about the pioneering teaching possibilities discussed?

—MARY ELLEN GOODWIN
DeAnza College, California

Appreciation

▶ I appreciate the brevity of *ESL Magazine*—particularly the News Briefs. The news and INS information is very useful. I recently used the piece on official language in a class discussion with an intermediate ESOL class of Spanish speakers.

—ELIZABETH SWANSON
Pima County Adult Ed., Tuscon AZ

***ESL Magazine* Online**

▶ Thank you for posting articles from *ESL Magazine* on the Internet! It is a pleasure to read your site!

—JANE HOELKER
Seoul, Korea

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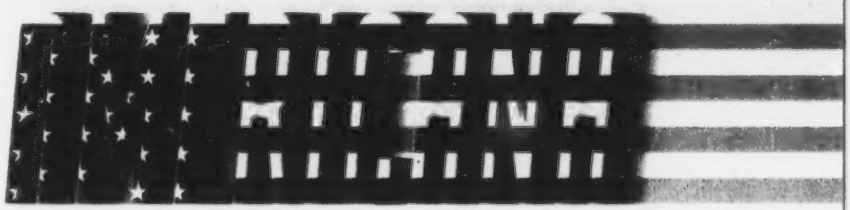

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Education Secretary Delivers State of Education Speech

U.S. Secretary of Education Richard Riley gave the sixth annual State of American Education speech in Long Beach, California in February. Stating, "we are hopeful that we have ended the reading wars," Riley emphasized reading instruction and early childhood education. He spoke extensively on recruiting, preparing, rewarding and retaining qualified teachers. He announced the National Job Bank and Clearinghouse for Teacher Recruitment to be formed this year and a national conference on teacher quality. He proposed a three-phase teacher licensing process with initial, professional and voluntary advanced licenses. Riley also stated, "I believe that every American child should be fluent in at least two languages." There was no proposed plan for language instruction and no mention of bilingual education. Text of speech at http://www.ed.gov/Speeches/990216.html.

New Online Writing Environment

In the fall of this year, Addison Wesley Longman (AWL), The Daedalus Group, and Headland Digital Media will release Daedalus Online, an Internet-based collaborative writing and composition environment. Courses will be hosted from a server that can be accessed with a password 24 hours a day, seven days a week. Testing of Daedalus Online will be conducted at several universities this summer. Educators interested in participating in testing can contact an AWL representative at http://hepg.awl.com/rep-locator/. Daedalus Online uses pre-writing prompts and strategies, computer-mediated real-time conferencing, e-mail, discussion groups and bulletin boards, peer collaboration and review, and writing support through integrated online writing handbooks. http://www.awlonline.com/daedalus.

DAEDALUS ONLINE

TESOL'99 Sets Record

TESOL'99, the 33rd annual conference of the TESOL Association, convened in March in New York City. Over 10,240 people attended, setting a new record for this conference.

National Language Olympics

The San Francisco Unified School District's Language Academy is sponsoring its third annual Language Olympics, an essay competition in any language for all students in grades K-12. Elementary students will write on "Why My Languages Are Important to Me." Secondary students will address "Why Language is An Emotional Topic In Our Society." School districts nationwide are being asked to participate by conducting their own Language Olympics and submitting winning essays in a national competition by May 21, 1999. Winners will be announced in September. The top three winners in each language and grade will receive medals. All participants at the national level will receive a certificate. A minimum of thirty entries nationwide in each language and grade will be required for judging. http://sf.bilingual.net/news/intro.html.

New Online Funding Search

ScholarSearch (http://scholarships.em.doe.gov) is a new online financial aid website developed by the Department of Energy and TIYM Publishing. The site contains several hundred thousand funding sources including scholarships, fellowships, internships and grants for the preundergraduate to graduate and postdoctoral/professional levels. The site can be searched by state, organization, discipline and level of study.

1998 National Reading Results

The results of the 1998 National Assessment of Educational Progress (NAEP) national reading assessment of fourth-, eighth-, and twelfth-grade students and a state-by-state reading assessment of fourth- and eighth-grade students have been released by the National Center for Education Statistics (NCES) of the United States Department of Education. Results for 1998 are compared to those of 1994 and 1992.

Results for the nation showed an increase in the average reading scores for students in grades 4, 8, and 12. Reading results for various students subgroups are also available:

- At all three grades, the average reading score for White students was higher than that for Black, Hispanic, and Native American students.
- Students in grades 8 and 12 who reported higher levels of parental education had higher average reading scores.
- Students who were eligible for the federally funded free/reduced-price lunch program had lower average scores than ineligible students.
- Fourth grade students who reported that their teachers gave them time to read books of their own choosing on a daily basis had an average score higher than that of students who reported being given less time to do so.
- At all three grades, students who reported talking with others about their reading activities had a higher average reading score than students who reported doing so rarely or never.
- At all three grades, students who reported watching three or fewer hours of television each day had higher average reading scores than students who reported watching more television.

The complete NAEP 1998 Reading Report Card is available at the NCES Electronic Catalogue website at http://nces.ed.gov/pubserach/pubsinfo.asp?pubid=19995000

The NAEP is the United States' only ongoing survey of student knowledge and performance in various academic subject areas. The NAEP is authorized by the U.S. Congress, administered by the NCES and regularly reports to the public on the educational progress of students in grades 4, 8, and 12.

Conference Calendar

April

- 8-10 **Tennessee TESOL**, Murfreesboro, TN. Contact Diane Mackey, 615-893-5812.
- 9-10 **Intermountain TESOL**, Cedar City, UT. Contact Laura Blumenthal, blumenla@slcc. edu.
- 10 **Northern New England TESOL**, Gorham, ME. Contact Jeannette Ruffle, jruffle@aol.com.
- 15-17 **Arizona TESOL**, Phoenix, AZ. Contact Delight Diehn, 602-948-7731.
- 17 **Louisiana TESOL/LaNAFSA**, Baton Rouge, LA. Contact Lia Kushnir, 504-280-7263.
- 17 **Washington Area TESOL**, Silver Spring, MD. Contact Kristin Ruopp, 301-270-3504.
- 15-18 **California TESOL**, Reno, NV. Contact Shirley Altick, 702-329-7889. Exp. attend.: 2000.
- 23-24 **Georgia TESOL**, Athens, GA. Contact Terry Williams, 706-542-4095.
- 23-24 **Illinois TESOL/BE**, Chicago, IL. Contact Anna Cuomo, 630-829-6663. Expected attendance: 950.
- 23-25 **TESOL Spain**, Madrid, Spain. Contact Steven McGuire, rafste@teleline.es.
- 24 **Ohio TESOL**, Euclid, OH. Contact Gloria Gillette, 216-261-7076.
- 24 **Connecticut TESOL**, Meriden, CT. Contact Linda Johnson, 860-642-4173. Exp. 300.

May

- 2 **Colorado TESOL**, Denver, CO. Contact Keiko Krahnke, 970-491-5399.
- 6-8 **Sunshine State TESOL**, Orlando, FL. Contact M. Santos, 407-299-5000. Exp.: 600.
- 8 **Eastern Pennsylvania TESOL**, Newark, DE. Contact Naomi Migliacci, 302-836-3428. Exp. attendance: 210.
- 14-16 **Venezuela TESOL**, Estado Anzo-ategui, Venezuela. Contact Mariela Ravelo, jprin@telcel.net.ve. Exp. attendance: 600.
- 22-23 **Calling Asia 99 International Conference on Computers and Language Learning**, Kyoto Sangyo University, Kyoto, Japan. Contact Bryn Holmes, holmes@nucba. ac.jp. Expected attendance: 200.
- 26-27 **NJTESOL-BE**, East Brunswick, NJ. Contact Judy O'Loughlin, 201-652-4555. Expected attendance: 1500.

June

- 11-13 **TESOL Academy**, San Antonio, TX. Contact TESOL at 703-836-0774.
- 325-27 **TESOL Academy**, Baltimore, MD. Contact TESOL at 703-836-0774.

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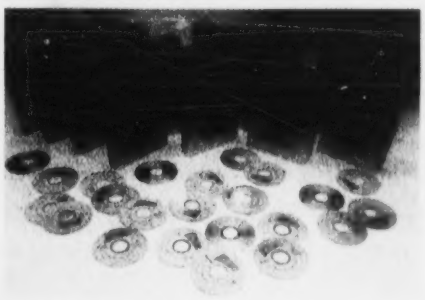

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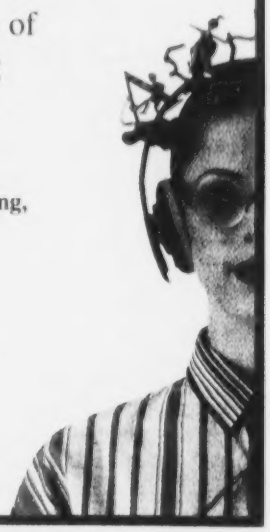

CALL Environments:

by Elizabe

Until recently, computer- or technology-assisted language learning has been a neglected stepchild in the world of education. Two major factors limited what was attempted with computers: the fact that technology development was driven almost exclusively by the business and entertainment industry, and the fact that most software was developed by programmers untrained in teaching, particularly language teaching. CALL (computer-assisted language learning) was tied to a tutorial-and-test approach (sometimes called "drill and grill") that assumed that 1) students would work alone at the computer, and that 2) the teacher could be replaced by the machine.

The advent of very powerful personal computers, enhanced first with compact disc (CD-ROM) multimedia and then with the multimedia version of the Internet, the World Wide Web, has led to startling developments in the field of education—a new vision of how technology can interact with teaching and learning. A new paradigm is being created by technology-using teachers, and there are computer uses that have encouraged both students and teachers to learn in new ways.

A New Paradigm

Teachers are often disappointed in computer applications because when they open a software program, they may be confronted with a short instructional blurb or a dialog and then a test on the grammar points contained in the material. This type of approach seems very similar to the old grammar-translation and audio-lingual exercises they were told in graduate school were inappropriate for learners. At the opposite end of the spectrum, teachers find content CDs and websites that contain plenty of raw material in a variety of media—text, pictures, video, and audio—but that do not have any pedagogical apparatus—exercises, organizing schema, vocabulary notes, composition ideas, and so on. At the one extreme, there seems to be little pedagogical justification for making students sit alone at the computer to fill in blanks and click on True or False. At the other end of the spectrum, it seems unfair to throw students into a sea of content without any navigational tools. The overarching problem is how to justify or rationalize CALL offerings so that students can *interact* with each other (as well as with the machine), seek confirmation of their *predictions* about how the new language works, and gain sufficient *practice* so that new forms and vocabulary fall into place in their internalized version of the target language.

Fortunately, much work has already been completed by computer-literate teachers to support a pedagogically grounded use of computer tools. Teachers interested in the best uses of technology have been influenced by theories of interaction in language (see Cummins & Sayers, 1995, for example; and Holliday's work with the SL-Lists, 1995); by teaching approaches that involve cognitive academic language learning (CALLA; see Chamot & O'Malley, 1989); by the attention given to multiple learning styles (Gardner, 1993, and Dunn & Griggs, 1995); and by Constructivism (Papert, 1993; Laurel, 1991; Buell, 1996/97), which asserts that learning involves the active construction of meaning, rather than simple memorization. The tenets of this new paradigm include:

- students' responsibility for their own learning,
- attention to the role of active cognition (learning as well as input),
- a focus on multiple learning styles,
- respect for affective factors and emotional states,
- the use of technology as a tool for enhanced communication, both globally and within the classroom setting,
- authenticity of task, audience, and content during the learning process.

"TECHNOLOGY BECOMES THE ENVIRONMENT IN WHICH LEARNING IS ENABLED, RATHER THAN A TASK-MASTER OR INSTRUCTOR, OR EVEN SIMPLY A TOOL."

In this paradigm of learning and teaching, the students—to the extent that they are able to do so in the target language—are encouraged to set goals, complete tasks in the company of others, and use a variety of media both to seek out meanings and to convey what they have learned to an audience that will interact further with them. Technology becomes the *environment* in which learning is enabled, rather than a task-master or instructor, or even simply a tool (see Egbert & Hanson-Smith, 1999).

CALL Environments

Several types of technology provide teachers with the appropriate environments to make communicative yet disciplined language learning possible: content-based CDs with appropriate teaching apparatus, multimedia presentation applications, simulations, and the Internet. Often these are used in combination, as will be seen in the following examples.

The English Language Institute at Oregon State University is one example of a program that attempts to put into practice all of the pedagogical principles described above. In the 1980s, ELI-OSU had already invested heavily in the then current technology: filmstrips and video and audio cassettes. Throughout the 1990s, the program devoted increasing portions of their budget not just to newer comput-

The Quiet Revolution

anson-Smith

er technology, but to faculty development including seminars in which faculty shared with each other innovative ways to use technology. Ultimately, they have made "Individualized Directed Learning" the heart of their program. Students are assisted in developing the skills to assess their own needs, set goals, and evaluate their own progress. At each stage in their course of study, students analyze what they need and how they learn best. In conferences with a teacher, each student selects appropriate materials from the labs on campus and keeps a daily record of their work.

As students progress through the program, they are first taught or test out of computer skills workshops that include keyboarding, word-processing, and use of the university Internet system. At the same time, they develop reading speed, writing and revising skills, research skills, and so on, using computer software and the Internet, while also participating in required classes and elective courses with other students. The ELI thus balances work that is often best done individually, for example, using pronunciation software, with tasks that demand interactive communication with group members. Students are motivated to take charge of their own learning. The technology provides the means to set and fulfill complex tasks and to keep ongoing records of progress. (For further information about the ELI program, see Averill, Chambers, & Dantas-Whitney, in the forthcoming TESOL volume, *Case Studies: Technology in the Classroom*, ed. Hanson-Smith).

Another example of a pedgogically appropriate technology environment is provided by the Encina High School Academies. A high school at the low end of the economic scale, troubled by gangs, and with over 90 different native language groups—a few students entering school on almost any given day, Encina had to come up with some way to motivate students, reach potential drop-outs, and personalize education. Led by an energetic new principal, Encina turned to a combination of technology and a restructuring of the academic day, expanded teacher-to-teacher communication and direct school-community relations to help address its problems.

With the help of community sponsors such as Sutter Health Foundation (an HMO), Bank of America, and the Sacramento Bee newspaper, Encina created career academies that trained students in job skills in business, health care, and graphic design while they studied academic subjects. Mentors from sponsoring agencies came to campus on a regular basis to encourage students in the programs. Students went to the sponsors' places of business to observe and eventually enter work internships. The sponsors' demanded computer skills and helped fund the initial technology labs that were created at Encina. As the labs came on line with Internet service provided through the school district, students flocked to free browsing hours after school.

More dramatically, cooperation among teachers in different disciplines helped to shape a new approach to the curriculum. For example, teachers in social studies, science, and English created cross-disciplinary courses where students would fulfill requirements in several subjects through major research projects organized as a step-by-step process monitored at every point by each of the par-

Technology Types for CALL

"Drill-and-Grill Software"—presents material and tests students on it. Big advantages over the paper workbook: (1) immediate feedback—no waiting a week for the grade to come back; (2) infinite patience combined with no criticism, no embarrassment when an answer is wrong; (3) instruction and testing can be automatically adjusted to the student's level of achievement and rate of success.

Content-Based CDs with Appropriate Teaching Apparatus—Edmark's Imagination Express series contains topics such as Rain Forest, Ocean, Neighborhood, and Castle. Apparatus includes topics for composition, a multimedia reference encyclopedia with video and animation on related topics, and a tool to create illustrated stories with text, pictures clipped from the CD, and sound.

Multimedia Presentation Applications—tools like HyperStudio, HyperCard, and Microsoft PowerPoint allow students to create vivid presentations incorporating color and font variety, their own drawings or clip art, and video and audio files that they can record themselves or copy from the Internet.

Simulations—simulations like *SimCity* or Sid Meier's *Civilization II* provide a huge database that students can manipulate in a variety of ways, for example, to build a city or create a civilization. As decisions are made, the results are enacted on screen: build too many highways on agricultural land and your population may starve–but only virtually.

The Internet and its Multimedia Version, the World Wide Web—a global interlinking of computers, satellites, phone lines, and cables that allows users anywhere in the world to communicate with each other, posting written, audio, video, and graphic messages, either in real time or in files that can be downloaded at the recipient's leisure.

ticipating teachers. For example, one semester-long research assignment was to select a scientific invention that had had an influence on history and affected us today. Students had to decide on an appropriate invention, perform library and Internet research, demonstrate their understanding of the quality of their sources, and decide how best to present their findings in oral, electronic, and written forms. Figure 1 illustrates a screen from a HyperStudio presentation created by students at the Encina/Jonas Salk Summer Institute designed to help ESL students learn the computer skills needed to participate fully in the technology-driven curriculum. The topic in this particular project was Making International Friends, which involved researching aspects of language and culture in a cross-cultural team. Proud students presented their projects at a potluck banquet prepared by their even prouder parents. (For a fuller description of the Summer Institute see Hanson-Smith, 1996.)

Electronic interactions among students by e-mail, chat, and MOO (multiuser domain, object oriented) have long been documented by Internet innovators such as Warschauer (1995a), Gaer (1997), Holliday (1995), Peyton (1991), and Falsetti & Schweitzer (1997). (See also Meloni's article in *ESL Magazine* Jan/Feb 1998.) Universally they report that students write more than required by their teachers and are highly motivated by personally meaningful, authentic interactions with others around the globe. Additionally, the

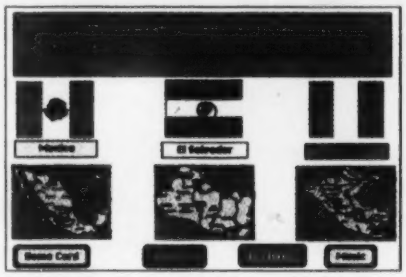

Figure 1: A screen from the HyperStudio presentation "Making International Friends" produced by a cross-cultural, cross-age team of ESL students.

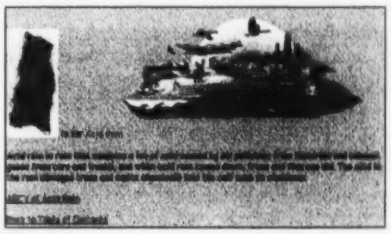

Figure 2: Acid Rain, a webpage in the Environmental Dictionary from the Miyazaki College Web-based course. (http://www.miyazaki-mic.ac.jp/classes/fall98/aisenv/projects/dictionary/a.html)

non-linearity of Web-based content presents the challenge not only of finding information, but of organizing and focusing attention in ways that are rarely demanded by textbooks. The use of the Web, in effect, demands the use of a task-based, content-based approach because ESL students encounter a wide range of authentic audiences and authentic content in the cyber environment in an unorganized or minimally organized form.

At Miyazaki International College, where the entire curriculum is taught in English, students undertake cooperative and collaborative projects, gradually becoming more autonomous as they develop critical thinking and decision-making skills. In the Web-based course taught by Katherine Isbell and Jonathan Reinhardt (1999, forthcoming), students are allowed to select which aspects of projects they will focus on, and then collect and organize materials, finally presenting a finished product that is graded according to criteria developed by students. Figure 2 provides an example of a student webpage in the process of becoming part of an electronic portfolio. In the fall semester of 1998, projects revolved around various aspects of environmental change and included a dictionary project illustrated here.

Technology-Rich Schools

The most salient characteristic of the types of programs described above is not their reliance on technology, but the way in which the technological environment brings people together—student to student, mentor teacher to

What You Need to Create a CALL Environment

- **One computer (minimum)**—students can work in pairs and triads, taking turns at the station to complete tasks with software or the Internet; if you have a lab, using groups and pairs is still a great idea.

- **Internet connection**—preferably with software for e-mail. If your school doesn't have it, students can sign on for free e-mail at a number of portal sites such as Yahoo, Netscape, Hotmail, etc.

- **Word processing software**—an absolute must. And most decent word processors have notation and editing tools that help with peer editing and teacher's comments, including audio comments.

- **Networking software**—writing to each other in the lab can be an excellent learning experience; students and teacher can review the entire conversation in print. For intra-lab writing, try CommonSpace or Daedalus. Writing to others around the world is a mind-opening experience. For networking on the Web, try Web-B-Mail, free at Linguistics Funland: http://www.linguistic-funland.com

- **Presentation software**—HyperStudio for the younger set (through high school) or Microsoft PowerPoint for adults. Electronic projects with media enhancement are not only amazingly enjoyable, they are the workplace standard.

- **Media tools**—scanner, digital camera, and digital video camera are nifty extras for adding life and color to student projects.

- **CD-ROMs with good content or instructional material**—many of these, such as the *Oxford Picture Dictionary Interactive* or *Rain Forest Researcher* (Tom Snyder Productions) also have supporting websites. Students with too low (or too high) a level of achievement can use them individually, or class materials can be remarkably enhanced.

student, and teacher to collaborating teacher. Once students are motivated to take charge of their own learning (a process that does not happen overnight), the way learning takes place also begins to change. In fact, a RAND report (Glennan & Melmed, 1996) indicated that among the striking features of "technology-rich" schools were:

- a strong emphasis on individualized treatment of students, including the use of portfolios,
- a substantial restructuring of the school program, including lengthened class periods, interdisciplinary programs, and, in most cases, project-based learning,
- a focused and concentrated effort to develop and change the school, often starting with one course or segment of the curriculum, but in most cases expanding to the whole school,
- changed relations among staff, including teacher peer mentoring and more collaboration among teachers,
- an enrichment of outcomes, not just in better performance measured in traditional ways, but increased perception by students that their learning is authentic and personally meaningful, and by teachers that their work is one of mentoring and collaborating.

Technology-rich schools—those who have taken the plunge into a fully implemented CALL environment involving considerable expenditures and changes in the way teaching and learning are conducted—are still relatively rare. However, there seems to be a very clear link between the use of technology and the transformation of the learning process. Technology in the schools is growing, driven by demands from the workplace. Perhaps in this era of educational turmoil, an era of political agendas, meaningless sound bites, and vacuous ads that scream at us daily, a real revolution in education, fostered by technology, is quietly taking place, a revolution that will result in better learners, happier teachers, and a healthier school environment.

continued on page 12

Building A Computer Lab

—by Diane Dugan

The American Language and Culture Center (ALCC) at New Hampshire College (NHC) is a full-time intensive English language and communication skills program with low intermediate, intermediate and advanced classes for students planning to enter a U.S. college or university. There are also two transitional programs for students enrolled in the graduate or undergraduate schools at NHC.

Planning the Lab

When we built the ALCC language lab, we tried to imagine every possible use for language learners. The technology plan was based on materials from TESOL and Northern New England TESOL conferences, from New England Regional Association of Language Lab Directors meetings, from various publications (*Computers, Language Learning and Language Teaching*, Ahmad et al, 1985; *Computer Assisted Language Learning and Testing*, Dunkel, ed., 1991; *Computer-Assisted Language Learning Software Guide for ESL instructors at Post-Secondary Institutions in British Columbia*, BC Ministry of Skills, Training and Labour), catalogues (*DynEd Interactive Multimedia Courseware, Apple in Academe, Sony Computer-Controlled Systems, Renaissance Digital, Tandberg Educational*), and from the input of ALCC faculty.

The Nuts and Bolts

Our lab consists of a teacher console (a master desk containing all the electronics for single teacher operation), input/speaker panel, 64 MB of RAM, and a 166 Pentium multimedia computer. There are two TSR 1244 master cassette recorders. The teacher can randomly pair students and use up to four different program sources. For example, there are 12 student stations. The teacher can pair stations 1-3 in one activity, 4-7 in another, 8 and 9 in another, 10-12 in another. Any combination works, paired or in groups. Four separate activities can occur simultaneously, e.g., video, audio, Internet or teacher/student activities. This allows for better individualization and four different levels of work at the same time. A program source could be a teacher, a CD, an audio cassette, a PowerPoint presentation with the visualizer (sends the picture to student PCs), Internet, or digital photos. The student stations are Pentium 166 computers with 16 MB of RAM (to be upgraded to 32), 1-MB video cards and 16-bit sound boards. We have one VCR program source, a laser printer, a color ink jet printer, and a Video Visualizer program source. We have a powerful server that can provide service to up to 60 users and 16 hours of video.

Our software includes Prisma Computer Supervisor System Classnet, Teleste Open Software, Video Partner Designer, Audio Partner, Text Partner, and Picture Partner. (To date we have not used these powerful teacher authoring tools that allow teachers to write their own audio, video, and word-processed lessons with their own personalized record-keeping tools.) The Prisma Master console (a Tandberg Educational product) has a remote control for student computers and is an excellent tool for writing and graphics classes. We use Windows 95, Office 95, CorelDraw, PowerPoint and Windows NT for the Tandberg Partner Server. The cost of this comprehensive lab, including training and service for one year was $130,000.

Using the Lab

Most classes held in the lab are for listening dictation, pronunciation and writing. One of the most exciting and productive uses of the lab requires students to watch and listen to an Internet news story while taking notes on the word processor. The teacher then distributes each student's notes to the class for correction of facts or grammar. Students make up talks and role-play the news anchor person. The teacher videotapes the talks and plays them back to the students' computers. The students then write critiques of their classmates' presentations. Other uses include Internet activities, forum (an internal chat group within the class where students write to each other or where students introduce a story line and all other students contribute to the story), traditional pronunciation practice, video of student skits and playback to PCs for student critiques. From the console, teachers can highlight errors or dialogue with students about their written work. Students pay more attention when their teacher suddenly highlights in yellow from the console an area that needs attention. We have several pronunciation programs but have not installed any other language learning software. We have found so much Internet material that we are not in a hurry to buy a program. We are happy to use primarily our own teacher-made materials and activities that we can access on the Internet.

The most important benefit of the lab is that students can move at their own pace. Other benefits are enhanced involvement in the language learning process and the acquisition of computer skills for future use.

Diane Dugan, M.A. has been director of the ALCC for 14 years. Website: www.nhc.edu/academics/american language and culture center

Elizabeth Hanson-Smith, Ph.D., former coordinator of Cal State's TESOL graduate program and IEP, is the author of many books including CALL Environments, *coauthored with Joy Egbert.*

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Student Project Internet Sites

Email Projects Home Page
http://www.otan.dni.us/webfarm/emailproject/email.htm

ExChange
http://deil.lang.uiuc.edu/ExChange/

Famous Personages of Japan
http://www.kyoto-su.ac.jp/~trobb/index.html

Kyoto Restaurant Project
http://www.kyoto0su-ac.jp/information/restaurant/

PIZZAZ!
http://darkwing.uoregon.edu/~leslieob/pizzaz.html

TOPICS: An Online Magazine by and for Learners of English
http://www.rice.edu/projects/topics/Electronic/main.html

WINGS Electronic Magazine for ESL Writing and Art
http://weber.u.washington.edu/~wings/index_full.html

WriteAWAY! A Showcase of Writing by Australian Adult Migrants
http://137.111l169.8/writeaway/

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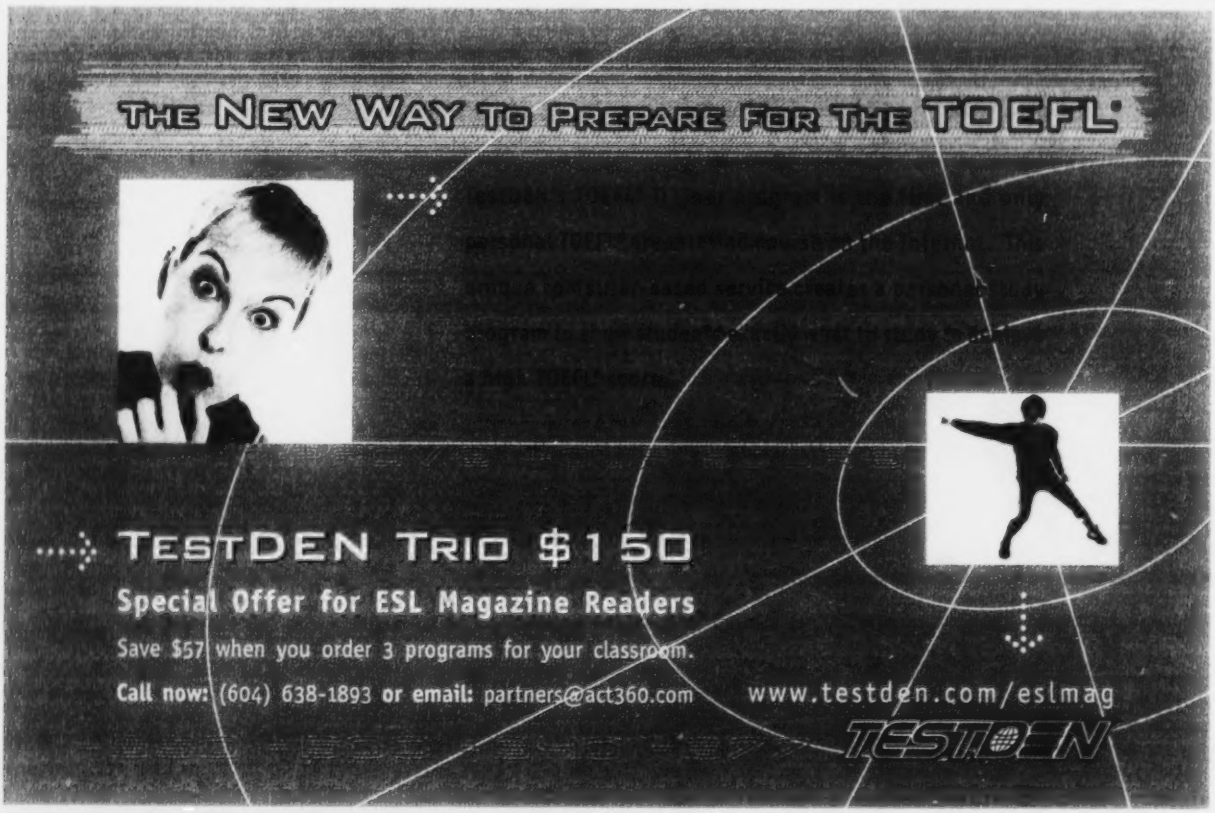
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Challenging Questions About E-mail for Language Learning

BY LLOYD HOLLIDAY, PH.D.

Communicative language teaching methodology has always emphasized the essential role of interaction with speakers of the target language for successful learning. However, much of the discussion about the interactivity of computers and multimedia in language education has actually been about interaction between a learner and a software program, not about the interaction between learners or learners and target language speakers via networked computers. When learners use software on their own, even "interactive" multimedia, or access online resources, the solitary learner is not interacting with another speaker at all. The "interactive" computer responses are in fact pre-programmed. These are not the kind of interactions that communicative language teaching methodology has promoted. A student needs interaction with a real person who can respond to and comment on the learner's use of the second language.

This kind of interactive communication with real persons using computers has been used extensively and successfully for teaching English in the last decade. Language students have been communicating with peers via networked computers to practice and develop their English, and teachers around the world have pioneered the use of the Internet for this purpose. Such online communication can take place either synchronously, i.e., in real-time with messages and responses being exchanged almost simultaneously, or asynchronously, i.e., not in real-time. Synchronous communication takes on more of the character of spoken language. However, even asynchronous communication is becoming speech-like by virtue of the quick delivery and turnaround times of messages and responses.

With both kinds of truly interactive online communication, several practical and theoretical issues spring to mind: What are the differences between synchronous and asynchronous communication? Is such English target-like? Is it able to supply learners with models of correct English? What are the advantages of computer-mediated communication? How can the classroom teacher make such communication available to their students?

Synchronous vs. Asynchronous

Synchronous computer-mediated communication can be handled by a variety software with different environments and characteristics. The earliest of such programs was known as Internet Relay Chat (IRC) which used channels, i.e., various discussion areas a user could join, and established the practice of users having a handle or online nickname that identified their contribution to the real-time conversation. This ongoing conversation appeared on the computer screen as one long script with each user's contribution identified by their handle. Two other types of software, MOOs and chatrooms, operate in a similar way. MOOs (Multi Object Oriented) allow users to interact with all parties logged in and allows permanent members to program additions to the MOO space, which in effect is a network of verbally defined rooms; the user can move from one area to another by typing short commands.

There are many advantages to computer-mediated communication for language learners.

Chatrooms abound and can be easily found using the main Web search engines. They usually require no special software and are fairly user-friendly. Some sites allow users to create their own customized chatrooms without the purchase of chatroom software. These can be used for real-time chat in English by student learners. The problem is how to establish contact with other ESL students or native speakers who will provide sympathetic interlocutors for students on suitable subjects. It is possible to organize real-time conferences with students worldwide who are willing to be online at specified times. The other organizational problem is that such real-time communication programs are notorious for crashing and for servers going offline and may discourage new users. One disadvantage for second language learners can be that chatroom conversations are fast and free-flowing. When multiple users are conversing, more than one thread can be going at once, and it can be difficult to know who is responding to whom about what.

A new generation of software that allows one-to-one chat can be exploited for language learning. Most such programs also allow for immediate file transfer from user to user and also make possible the transfer of small ".wav" sound files of words or phrases. Such phrases can be recorded using the recorder tool supplied with most modern operating systems like Windows 95/98/NT. In addition, most of these programs allow one to save the chat dialogue for later study and can thus provide the learner with customized language teaching materials. For teachers, the difficulty is arranging such regular communication and teaching how best to use the resource for language learning.

There are two primary ways to use asynchronous computer-mediated-communication in the language classroom. One is electronic bulletin board services (BBS). A student is able to log in to a bulletin board and leave a written message under a discussion area on the board. A student is also able to read messages posted by other students, which may be responses to their messages. Such a bulletin board could be an already established one in which the board owner assigns the teacher an area for such classroom discussions, or it could be a local board customized by your teaching institution. (For an example of the latter, see www.latrobe.edu.au/www/discus/.) The disadvantage of these BBS is that students have to log in to a particular area to read and post messages, which may not seem as easy as receiving e-mail in one's own e-mail box. It also precludes private communication. An advantage, however, is

that all the messages are recorded and can be referred back to. Such a BBS system is useful for class discussions on specific topics where each message may be relevant to most learners.

The other primary means of asynchronous computer-mediated communication is e-mail, especially e-mail lists dedicated to second language learners. An e-mail list differs from a BBS in that instead of the user having to log in to a special board to read the messages, all the messages come to the user's e-mail box. It is like subscribing to a newspaper that is delivered to your mailbox everyday. Such e-mail lists are handled via listserver software, the most popular brand of which is Listserv (which is a trade mark). The main advantage is that learners can interact in an authentic way. Having more time than in real-time communication to read and plan messages allows students to attempt more sophisticated language than they would otherwise. At the same time, because such messages are for their peers, their language stays within the bounds of everyday use. The disadvantage of using lists appears to be getting used to the fact that e-mail messages are shared with many readers and are not private.

What is Online English Like?

The e-mail English of second language learners is similar to that of first language speakers of English. The author's research has shown that the various linguistic features of e-mail English appear to coincide with those for telephone conversations and/or personal letters. However, there are differences due to the nature of e-mail. E-mail is written but is more interactive than letters and so is similar to conversations that are not face-to-face. In addition, addressees are largely unknown to the subscribers of e-mail lists. In general, the English of computer-mediated communication via e-mail is similar to that of first language speakers of English. Thus, there is no reason to believe that language learners do not benefit from the practice of producing output in e-mail messages nor that they cannot benefit from these same messages as second language input.

In chat programs where the learners type conversations in real-time, the language of both first and second language speakers is more relaxed and less formal, much as face-to-face speech is. It generally does not have as many false starts or incomplete utterances as face-to-face speech, but there are typos and other infelicitous expressions that creep in due to the time constraints of typing in real-time. There are also a number of shorthand online expressions that have developed, but these are now entering the repertoire of standard English and can hardly be characterized as non-target-like.

What Are the Advantages of Computer-Mediated Communication?

In international e-mail lists for second language learners and any online student-to-student communication environments, the principal advantage for second language writers is that they are empowered by the mutual support system their peers provide in an online literacy environment. It is an authentic context for writing for an international peer audience that also empowers them because students are engaged in communicating interculturally about issues they wish to discuss. For instance, an woman opened her e-mail message on a list with the following words, sparking a lively debate: "I am very powerful of physic and active woman. My favorite hobbies are playing racquetball, climbing mountains and traveling...I frequently faced men's unreasonable prejudice about women's abilities in physic."

In addition, the attention and positive evaluation that a second language learner's writing receives from these peers spurs them on to continue investing time and energy in second language learning and literacy. As another student wrote: "The most important that makes me feel much more comfortable is that there is somebody to respond to my letter...to answer and make comments on what I've been writing. Those responses, even if only one line or one word can make my self-confidence higher." Acknowledgment, however brief, of one's own being and thoughts by far-off respondents creates a powerful climate that enhances self-esteem and promotes the student's desire to continue writing and learning the second language.

Another advantage is that in e-mail discussions, unlike classroom discussions, learners can see the language written down and see any comments made on their contributions. This gives students more time to process the language as input for acquisition. And as opposed to e-mail, real-time online conversations allow the learner to question the language of their interlocutor and gain corrections and expansions of either their own typed utterances or those of their interlocutors. The fact that these negotiations of meaning, unlike their spoken equivalents, are written down gives learners a concrete medium for perusing and comparing sequential utterances. This may make modified input and other corrections more visible to learners and enhance their potential for language acquisition.

Making Communication Available

A number of e-mail projects exist. Information about these can be found at various web sites, especially at www.liszt.com and at www.iecc.org. The IECC site is for teachers seeking partner classes for international and cross-cultural e-mail exchange. Other communication programs for one-on-one synchronous communication can be found at www.davecentral.com/index.html.

One such e-mail project aimed specifically at English learners is the SL-Lists started in 1994 at La Trobe University in Australia in response to a need for lists for students anywhere in the world without teachers having to set up a special project. The SL-Lists were deliberately organized as a suite of lists covering topics such as movies, sports, music, business, English, and general chat. Topical lists reduce the volume of postings for language learners to process, provide a comfortable proficiency level, reduce the vocabulary and background knowledge learners have to cope with so that they could work from the known or semi-known to the unknown, and motivate students by allowing them to communicate with others having similar interests. The SL-Lists are managed by Tom Robb of Kyoto Sangyo University in Japan. More information can be found at http://www.latrobe.edu.au/www/education/sl/sl.html

Lloyd Holliday, Ph.D. coordinates the Applied Linguistics Program at La Trobe University, Melbourne, Australia and is cofounder of the SL-Lists. http://www.latrobe.edu.au/www/education/lh/lloyd.html

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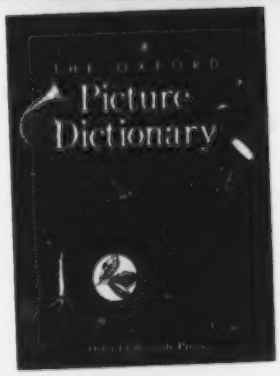

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ESL Study Hall on the Web Drop in Anytime!

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The World Wide Web has so much to offer language students, especially those who are eager to learn and improve their proficiency in English. The Web is ideal for several kinds of learners: those who are enrolled in courses but want to supplement their classroom instruction on their own time; those who are unable to take formal classes (for lack of time, money, course availability) and can only study independently; and those who have completed their instruction but want to maintain their language skills.

Finding suitable sites, however, is very time consuming and at times confusing. For this reason I created the ESL Study Hall. The Study Hall has six categories: Reading, Writing, Vocabulary, Grammar, Listening, and Discussion Lists and Keypals. In each category I have gathered websites that I consider particularly useful for students desirous of focusing on that particular area. Some are sites specifically designed for ESL/EFL students while others are for a general English-speaking audience.

Let me highlight a few sites in each category to give an idea of what is available.

Reading

Literature Online—Kenji and Kathleen Kitao have gathered numerous literary sites together at their site. Many online books are listed.

Notable Citizens of Planet Earth— This is a collection of biographies of many famous people which makes interesting reading.

Writing

Writing Quiz: Punctuation—Students can take a quiz on punctuation and submit it for immediate correction at Dave's ESL Cafe.

Writer's Web—This site provides an online writing handbook which covers all phases of writing including writing first drafts, peer editing, and documentation.

Writing Help—Ruth Vilmi's site is vast. It provides assistance for academic writing, business writing, technical writing, fiction writing, grant writing, and online writing.

Vocabulary

Flags and Countries Quiz—This site offers an entertaining way to learn the names of countries as well as their flags.

Word Drop and Quiz Wiz—These are two vocabulary games that are understandably popular with students.

Grammar

A Guide to Grammar and Writing—Students can read grammar explanations and then take online quizzes which test them on what they have read.

Grammar and Style Notes—Jack Lynch provides grammar lessons, exercises, and quizzes at his site.

Listening

The Listening Lounge—Gary Buck presents recordings on a wide variety of topics along with study aids that he has developed for each recording.

The ESL Wonderland—Kent Trickel has collected authentic listening materials and created instructional materials to accompany them.

Discussion Lists/Keypals

SL-Lists: International EFL/ESL E-mail Student Discussion Lists—This site explains how students can sign up for an e-mail discussion list. Lloyd Holliday and Thomas Robb are co-founders of the Lists.

Student Site Review Page

The ESL Study Hall also has a Student Site Review Page where students can post evaluations of their favorite sites. This page is a useful reference for teachers and students alike.

Christine Meloni can be reached at meloni@gwu.edu. She welcomes suggestions for additions to the ESL Study Hall.

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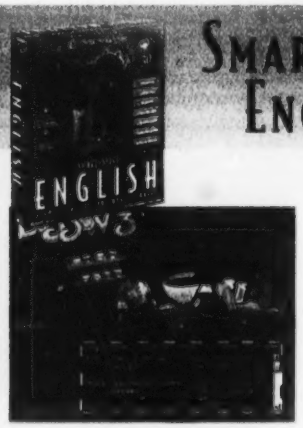

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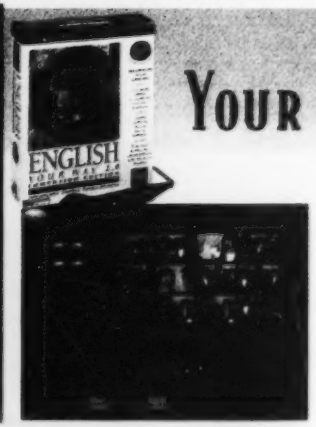

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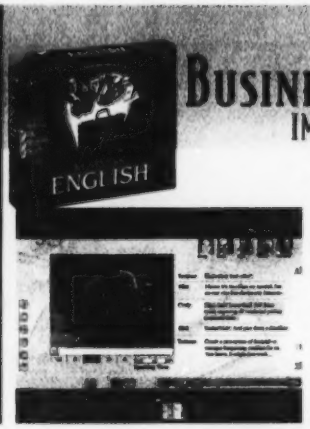

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The Challenges of Community-Based ESOL and Literacy Programs

BY ELIZABETH HOLDEN

New students often are tentative and unsure of what they will find as they make their way down the steps to the church basement occupied by Greater Homewood, a community-based adult literacy and ESOL program in Baltimore, Maryland. The first steps of registering for adult ESOL classes can be daunting for new students.

Just as challenging is growing a community-based ESOL program. Greater Homewood, serving 232 adult literacy learners and 92 ESOL students last year, is devoted to helping learners improve their reading, writing, or English language skills in order to meet their goals, which may be life skill goals, personal, family, or job-focused. The program is funded by the United Way, the city of Baltimore, and several local foundations. Instruction is provided free of charge, largely by volunteers.

ESOL class and family members on an outing to the Baltimore Museum of Art.

Greater Homewood is not unusual. According to the National Center for ESL Literacy Education (NCLE), ESL students comprise 39% of national adult education enrollment. In the field of adult literacy, 70% of all programs offer some ESL instruction. Community-based ESOL programs are less likely to receive state funding and often rely on volunteers as instructors and trainers.

Multiple Challenges

Literacy programs are often part of an umbrella organization with a broader mission, as is the case with Greater Homewood. This presents many challenges including integrating the ESOL program into the mission and program of the organization, which is essential to the health and growth of the ESOL program. The program must be equally responsive to both literacy and language learners, meeting the needs and demands of its students in terms of scheduling and accessibility. Funding of the program and its satellite sites is a constant effort for nonprofits that do not rely on state or federal funds. Lastly, a large portion of the expense of running a community-based program is provided by the in-kind donation of volunteer hours. The recruitment, training and supervision of community volunteers is needed to ensure that this valuable resource is well utilized and that the experience is meaningful for volunteers and learners alike.

Integrating the Program

ESOL instruction must be integrated into the program in a comprehensive and consistent way. To guarantee sustainability, the Board of Directors or governing body of the community organization must be educated about the importance of English language development for language minority residents of the community. Board members are frequently selected on the basis of their professional connections and their affiliation with the communities served. This does not always mean that the Board is aware of the special needs of the language minority residents. An open house with students as tour guides and hosts can provide a good introduction to the ESOL program for a new Board. Also, circulating newsletters comprised of learners' writing has been a powerful tool in exposing the Board to the assets of multiculturalism and the contributions to the community offered by limited-English-proficient adults. The Board is a program's best advocate with funding sources and the community at large, specifically in regard to the program recognition necessary for volunteer recruitment.

ESOL integration must also happen on a programmatic level with language minority and adult basic education (ABE) students both receiving attention specific to their needs. An ESOL component affords explicit attention to multiculturalism in a community-based program. Student newsletters and bulletin boards encourage the ABE students to discover a variety of cultures, holidays, foods, geographical places and climates. A holiday potluck at Greater Homewood provided some ABE students with their first taste of international food. A folk dance exhibition and lesson at the annual literacy event put ABE and ESOL learners, volunteers, and staff on equal footing as everyone learned new steps together in a setting that reached beyond reading and English skills.

Likewise, by being part of a community literacy program, the ESOL students are exposed to a group of adults from disadvantaged backgrounds who are committed to improving their lives through adult education.

This understanding can help to eradicate the tension between the language minority and the American-born victims of poverty who share neighborhoods.

Responding to Student Needs

For the vast majority of ESOL students, English language classes comprise just a small percent of their attention. Family responsibilities mean that child care and work are of primary importance. Opportunities for ESOL classes must fit into demanding schedules. A community-based program with a cadre of trained volunteers can ideally accommodate the learners' schedules by providing instruction at convenient times.

ESOL students send out the Greater Homewood newsletter.

Another accommodation that a community-based organization can make to engender greater student participation is taking classes to the students. A satellite site situated in a commercial district with a high percentage of foreign-born merchants has enabled Greater Homewood to place volunteers closer to the businesses; sometimes tutoring actually occurs in the place of employment. Three generations of a Chinese family are engaged in language study with a volunteer in their dry cleaning store.

Community Partnerships

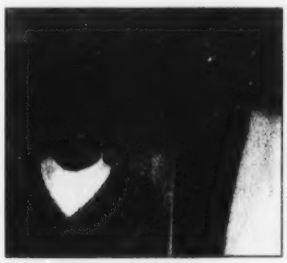
While the largest challenge for a community-based organization is raising funds from private and public sources, this kind of program can draw from the strengths and assets of the community. Greater Homewood is located near a large private university, a hospital, and a city-funded art museum as well as several prosperous shopping districts. By finding in-kind donations from the corporate and academic institutions, program funds can be used for salary, overhead, and educational materials.

The Johns Hopkins University provides work-study students who serve as volunteers, meeting space for volunteer recruitment of staff and students, and institutional support at the Board level. The art museum has been the generous host of volunteer-appreciation events and has provided valuable resources from its education department for curriculum enrichment and field trips. The hospital is a source of information about health referrals and screening for eyesight and hearing problems. They also host Greater Homewood's annual literacy celebration.

The business community donates refreshments for training and events, flowers for special events, film developing, printing of training manuals, and movie tickets for use as achievement awards for students and volunteers. A letter of introduction to a business always includes a learner newsletter and program brochure. Identifying local businesses is an on-going process

Lifelong Learning

Baltimore is quite different from the rural region of Luzon in the Philipines where Alejandro was born, married, and raised four children in the hardships of poverty. His wife worked as a housekeeper for a Johns Hopkins scientist who asked her to come to Baltimore when her research in the Philipines was completed. Alejandro and his children followed later. He worked as a groundskeeper and retired after 23 years of service at the same job. He bought a house for his family, and at the age of 68, began receiving literacy and English language instruction for the first time in his life. With the help of Ed Horak, his volunteer tutor and friend, Alejandro learned to read in English though he couldn't read his native language. Ed and Alejandro have written his autobiography and recently went to the Folk Life Festival at the Smithsonian Institution in Washington, D.C. to teach Ed about Philipine culture.



Alejandro (above left), his family, and his tutor (above right) proudly celebrated his naturalization this year. He now plans to continue improving his literacy and English skills in order to get his driver's license. In his spare time, Alejandro cares for his loving family and his bountiful vegetable garden.

Reaching for the Stars

Gala Soutchkova's first encounter with Greater Homewood was as a beginning ESOL student who had recently moved to the United States from Russia. After several years of study and the recognition of her talents by the program staff, Gala began volunteering as a math instructor in the adult basic education program. She is now a part-time staff member and has obtained employment as as a data analyst at the Space Telescope Institute in Baltimore. She inspires the learners and is generous with her knowledge of teaching, often contributing to volunteer training.

For ESOL tutors who are discouraged by the "thousands of errors" their learners commit, Gala notes the impossibility of that; she reminds them, rather, that ESOL learners make the same mistake thousands of times. She has a deep understanding of language acquisition and math pedagogy. Greater Homewood is fortunate that she has found a way to share her avocation with staff, volunteers, and learners alike.

and involves building relationships. Greater Homewood's bimonthly newsletter is mailed to over 1,700 households and distributed widely; a regular feature lists in-kind donors and is a beneficial form of advertising and good-will building for businesses.

Beyond in-kind support, partnerships with other businesses, organizations, and institutions can be the lifeblood of community-based programs. A local bookstore can promote a literacy program by recruiting volunteers from among their patrons and employees. Planned events at the bookstore raise awareness for ESOL and literacy advocacy. Retirement communities also are fertile ground for partnerships. Retirement homes are frequently looking for ways to enrich the lives of their residents. Greater Homewood schedules tutor-training at the retirement home and then matches retirees with senior citizen learners who use the retirement home as a satellite site for instruction.

Contributing to the Community

Building partnerships is a two-way street. It is important for the program to recognize ways in which collaboration is of value to the partnering organization. One successful approach is to involve ESOL learners in volunteer opportunities. Advanced students are often looking for nurturing environments in which to practice their communication skills. Greater Homewood has helped ESOL learners find volunteer opportunities at the hospital, a local theater, the animal shelter, police athletic leagues, environmental organizations, and senior citizen centers. Volunteer work is a means for students to acquire job experience and skills and to get involved in their community. Many limited-English-proficient adults experience alienation from mainstream society. Volunteering empowers them to interact with American-born people in a natural and beneficial setting. These students often bring their experiences back to the classroom for discussion and reinforcement.

Partnering with local organizations and agencies also ensures that the ESOL program is serving the language-minority adults in the community. Churches and synagogues, ESOL teachers in the school system, health clinics, and employers are all valuable referral sources for adults seeking English language instruction. Often the residents with the greatest need for communication skills in English are the most difficult to reach. Bilingual flyers, a strong referral base including government liaisons to minority communities, and word-of-mouth are the best tools for spreading information about program services.

Building Capacity Through Volunteerism

Recruiting volunteers is also important. People interested in and open to different cultures make the most enthusiastic volunteers. Colleges and universities, especially those with TESOL programs, are good sources of tutors. Building a relationship with graduate programs is useful for the community-based organization as well as the university—the university students find meaningful internships while the ESOL program reaps the benefits of trained volunteers.

Tutors can come from the larger community as well. A well-targeted recruiting campaign in movie houses that show foreign films, newspapers for a multicultural readership, and libraries has drawn many interested community volunteers to Greater Homewood.

A program is only as good as its volunteers. At Greater Homewood, pre-service training is merely the point of entry, not the end of support. Monthly newsletters for volunteers spotlighting learner and tutor successes, recommending community services and events of interest (free vision/hearing screening, learning disability lectures, art exhibit tours, and free recitals are just a few included in recent issues), providing tutoring tips, or describing program resources. A mentoring project allows new volunteers to

Tips for Volunteer Training

▶ **Integrate ESL and Literacy.** Many ESL learners will fall into both categories. If you have a basic tutor training that is supplemented by ESL-specific information, the trainees will be prepared to work with ESL learners who have limited literacy skills in their first language. Literacy training can then be supplemented by a ESOL training about communicative language learning and cross-cultural communication. At Greater Homewood, volunteers receive twelve hours of literacy training and ESOL volunteers receive an additional seven hours.

▶ **Cultural Awareness.** Draw from volunteers' own experience with language learning or international experiences. Videos can be helpful in illustrating the cultural adjustments immigrants and refugees face. "Becoming American," a documentary about Hmong refugees in Seattle, has been well-received at Greater Homewood.

▶ **Practice.** Provide ample opportunity to role-play or microteach in order to provide structured practice. The more active trainees are during training, the better prepared they will feel. Don't worry if trainees are uncertain after training. Assure them that training and staff support will be an on-going process.

▶ **Screening.** Use training as a means for further screening volunteers for appropriate skills and attitudes. Don't be afraid to "fire" a potential volunteer if you have concerns about his or her abilities. Programs are only as good as their volunteers.

▶ **Observation.** Arrange for trainees to observe an ESOL class before they are placed with a learner. Develop "resource teachers," volunteer teachers who are willing to have trainees in their classroom and who are available for discussion and questions afterwards.

▶ **Follow-up.** When possible, schedule follow-up training after the volunteers have tutored or taught for a period of time. Volunteers will have more experiences to draw from and will have questions that arose during tutoring.

▶ **Motivation.** Don't forget to inspire and impress the volunteers with the importance of the work they do. Volunteers are motivated by the desire to make productive contributions. Let them know their importance to the organization and to the students. Plan volunteer appreciation events whenever possible and encourage the staff to commend jobs well done. The volunteers must also recognize the benefits they receive from

speak with and observe more experienced tutors or teachers. Open lines of communication encourage current volunteers to approach the staff with questions and concerns.

The involvement of volunteers in program decisions increases the commitment of the volunteers and strengthens the program. Before Greater Homewood purchased a new textbook series, several volunteers reviewed and evaluated prospective texts and made recommendations. The Literacy Advisory Board, a group of community members, current and past volunteers and learners, advises the staff on all program development issues. Some of the fruits of volunteer and learner engagement in the program have been the identification of new funding sources, learner input into their own skills development through goal-setting workshops, a learner-produced video for volunteer training, and the addition of learner- and volunteer-generated displays and bulletin boards.

Community-based organizations, at their best, are holistic in nature and address the needs of the community while taking advantage of the assets of the community. In the case of Greater Homewood, community association presidents collaborate, residents work together to preserve green spaces, public safety is addressed through "neighborhood walkers," public and private sector resources are brought to the public schools, the faith community cooperates on significant projects for the good of the community at large, and the quality of families' lives is improved through increased literacy and English language skills.

The challenge is to integrate each program into a cohesive approach to community development with competing financial and human resources, to work as a microcosm of the larger community, to have a collaborative and empowering program for both American-born and foreign-born adults and opportunities for them to view themselves as participants rather than merely service recipients. Volunteers must also recognize the benefits they receive as well as the service they provide. The resulting synergy is a goal to aspire to: language minority adults become visible, respected and proficient community members.

Elizabeth Holden, M.A. is director of the Greater Homewood Literacy Program in Baltimore, Maryland.

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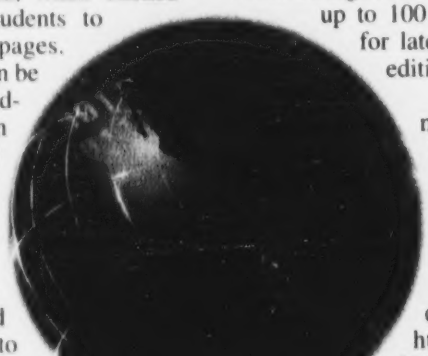
The Beauty of Browsing Offline

BY KAREN PRICE, PH.D.

Teachers who have no Internet connection in their classroom can still set students up to browse "live" webpages. Using any one of several offline browsers for the PC or Mac, one can download and store webpages in their original format. The hypertext links in the pages are preserved and, when clicked on, will take students to other saved pages. Excellent sites can be downloaded in advance of a lesson and transported to class on a Zip drive.



Even teachers who do have an Internet connection may find it advantageous to use an offline browser at times in the classroom or lab. This is because there is no wait time for connecting to the Internet nor any concern that an assigned website may be "down." Even slow pages load quickly, the links lead rapidly to their saved webpages, and one needn't worry that the "transfer will be interrupted." Moreover, if the targeted webpages and associated tasks are specific ones, students cannot be distracted by clicking on extraneous links and suddenly finding themselves perusing unrelated materials because those unwanted links will be "dead." Teachers who wish to focus on content will enjoy the reliability, speed, and accelerated browsing offered by offline browsers.

Offline Explorer (MetaProducts, http://www.metaproducts.com; $30) is a new, easy-to-use offline browser for Windows 9x/NT which has received high marks. It will download up to 100 MB of webpages for later offline viewing, editing, or browsing.

For those who need an offline browser for the Mac, Web Buddy, (DataViz, http://www.dataviz.com/products/webbuddy/WB_Home.html; 800-733-0030; $40) is available for Macintosh/Power Mac as well as Windows 9x/NT. A free trial is downloadable at the site above.

If your institution cannot afford to purchase an offline browser, Microsoft's Internet Explorer includes a somewhat cumbersome, very basic offline-browsing utility.

Karen Price teaches at the Harvard Graduate School of Education and consults on uses of technology and the development of multimedia materials. She can be reached at kprice@tiac.net.

Linguistic Laughs

I was correcting final exams for my EFL class when I came across the following humorous answer. The student was supposed to describe the picture on the page, which was a drawing of a bald man. The student responded, "He is a forehead!"

—Lori Moran,
EFL Teacher, Indonesia

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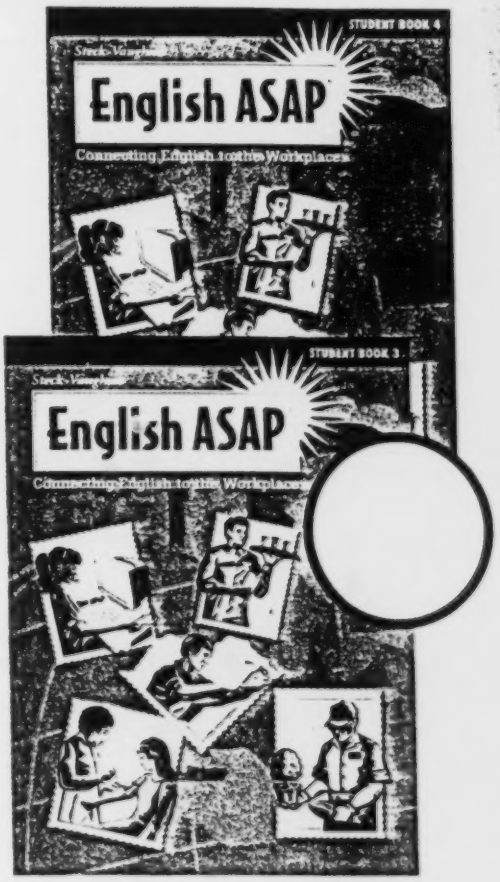

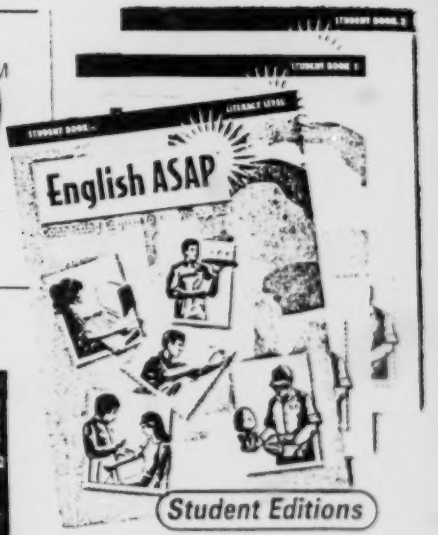

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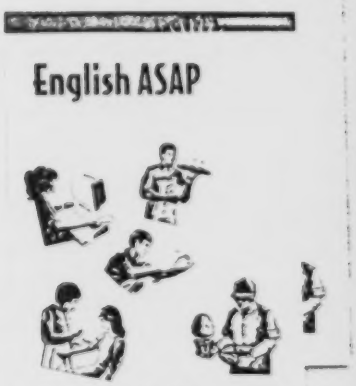

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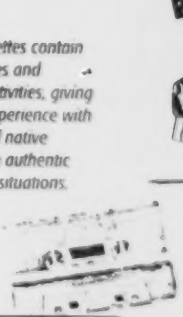

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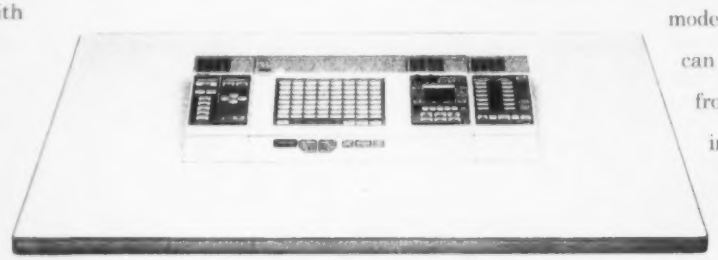

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Pronunciation in American English, CD-ROM
Kathy L. Hans
AmEnglish.com, 1999

Poor pronunciation has held many of my professional students back in their careers; they either couldn't be understood as well as they needed to be, or they were too self-conscious to speak up because they were afraid they wouldn't be understood. The classroom could never give them all the individual coaching they needed.

I have recently found a remarkably useful and well-designed tool, Pronunciation in American English. This CD-ROM is successful because it is interactive; it has a record and playback function as well as video and audio examples. Students can instantly hear the difference between American pronunciation and their own. It also focuses on what will make a real difference in their being understood: stress, intonation and rhythm.

My students have found Pronunciation in American English both user-friendly and interesting. It is self-paced and takes about 30 hours to complete. Because it focuses on the language they need, it has kept students engaged and learning to the point where I could hear real improvement in their speech. Previously, I had often seen my students reach a plateau in pronunciation improvement. Pronunciation in American English has pushed them past that plateau to a new level where fossilized problems have been corrected.

I don't always agree that a high tech solution is better than what I could have provided with cassettes or classroom instruction, but Pronunciation in American English gives my students what I could not: a skilled, private tutor who will be there at any hour of the day or night to give them exactly what they need. I wish I had had such a CD for each of my college classes. The CD is available online at www.amenglish.com.

Lu Ellen Schafer manages a company that provides professional ESL training in the Silicon Valley. She can be reached at luellen@globalsavvy. com.

Phone Pass
English Proficiency Test
Ordinate Corporation, 1998

ESL programs, universities, and businesses looking for a quick and reliable method for judging a person's facility with spoken English have access to a new type of testing instrument.

Ordinate Corporation has developed a telephone-based test of spoken English called PhonePass. Using a proprietary speech recognition system, PhonePass rates aspects of spoken fluency and accuracy automatically. The test results are available immediately over the Web to administrators who have password-protected access to the scores. Results can also be returned by e-mail, fax, or regular mail. Research reports from Ordinate show a high correlation of PhonePass scores with results from more expensive and time-consuming oral proficiency interviews.

Candidates take the PhonePass test using any touch-tone telephone. Test items include reading sentences, repeating phrases, giving opposites, and providing short answers to questions. The standard format includes 58 items and takes about 10 minutes to complete. The results can be used for placement in English programs or for initial screening of candidates for positions requiring certain levels of spoken English proficiency.

What PhonePass does well is sample underlying linguistic competence, in the classical sense of pronunciation, grammar, and vocabulary. Specifically, it gives a measure of one's internalized linguistic knowledge of English syntax and lexicon, the degree of automaticity in accessing that knowledge, and the cognitive and motor skills of using the English phonological system.

It is important to note that for all its strengths, PhonePass is not a broad test of communicative competence as this notion is often defined in the literature. It does not, for instance, deal with aspects of pragmatics or sociocultural knowledge. Nor does it assess ability in extended discourse.

PhonePass is currently being used by a number of institutions and businesses around the world. When combined with other tests, it can add a valuable dimension to the picture of an individual's overall English proficiency. Used in isolation, it offers administrators a quick, easy, and relatively inexpensive means of assessing the level of spoken English facility.

PhonePass

Because of its innovative nature, PhonePass should be experienced. An abbreviated sample test with 34 items is available for free from Ordinate's website http://www.ordinate.com, and it can be taken over the phone by dialing a toll-free number.

Phil Hubbard is associate director of English for Foreign Students at Stanford University.

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English Takes Root in Vietnam

BY MARC PHILLIP YABLONKA

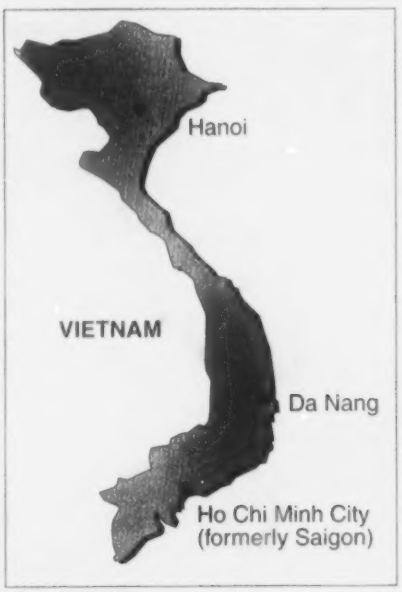
"Hi! . . . Good-bye!" "Hello! How are you?" shouted young Vietnamese boys and girls as my cyclo-pousse driver shuttled me through the streets of a Hanoi teeming with other cyclos, bicycles, Simson motor scooters, United Nations vehicles and thousands of people afoot carrying goods across their shoulders to market. "Mr. Bac," I asked the driver, "How do they know I speak English? How can they tell?"

"Oh, English very important now," he said in a very broken attempt at the newest language to surface in the northern part of Vietnam since the French military withdrawal in 1954. And there has been good reason for its emergence.

Post Embargo Quest for English

Vietnam geared up linguistically for the end of the devastating trade embargo levied against it by the United States until 1994, a full 19 years after Communist forces overran South Vietnam. Vietnam openly prepared for that cessation with heart and mind.

"Before the embargo ceased, we Vietnamese danced to American music far too long," stressed Nguyen Ngoc Hung, a former platoon leader in the North Vietnamese Army, now vice director of the English Centre of the Hanoi Foreign Language College. Hung was referring to the fact that although Vietnam "won" the war, in effect, it lost it due to its terribly impoverished state, which has existed until recently when economic conditions have improved (tremendously so in Saigon). He was directly intimating that, with a few exceptions such as France and Australia, the U.S. embargo kept international investment and a better economic climate, out of Vietnam's grasp and therefore isolated it. Again, in very recent times, that situation has been improving. Though, by all counts, the physical structure of Hanoi is beginning to change, it still lags far behind Saigon in terms of commercialism, modernization and, most Indochinese agree, a sense of openness.



English has become of primary importance for the average Vietnamese person. The population of Vietnam was nearly 74,000,000 in 1996.

English Education

English language education now exists at all levels of schooling and in business. With the increase in international business with Vietnam, especially as negotiated between itself and its distant neighbors (Australia, Taiwan, Singapore, Japan, for example), let alone new American interests since the restoration of diplomatic ties, the push has been to teach English as the common denominator between negotiators at least in the secondary schools as well as universities nationwide. In addition, literally hundreds of what the Japanese have always called "cram schools" (after school schools), the teachers of which conduct classes late into the night in all of Vietnam's major cities, not just Hanoi. In addition, with major corporations hiring local nationals, English has become of primary importance for the average Vietnamese. The desire for learning English is a "country-wide" quest.

Most Vietnamese feel that education, along with the limited free enterprise, is improving and that the opportunity to study English is contributing. Things were not always so progressive, however. "A few years ago an American professor at our college was kicked out of Vietnam for teaching English through western newspapers. Because of Doi Moi—the Vietnamese rendition of Mikhail Gorbachev's Glasnost and Perestroika—that wouldn't happen today. We hope that the war is finally behind us," Mr. Hung said.

"It's time to let by-gones be by-gones," added Professor Nguyen Tat Thanh, senior lecturer of Vietnamese and English linguistics at Hanoi University for Teachers of Foreign Languages (HUTFL). Hundreds of petite 18 to 23-year-old mostly female undergraduates at HUTFL echoed that feeling with the zest and humor in their questions to me, the first American English instructor ever to lecture there. "Who do you think will be the next President?" "Are you married?" "What do you think of Vietnamese women?" "How are the Vietnamese in America?" "What's your favorite Vietnamese food?" "Do you know Nguyen Cao Ky (past premier of the former Republic of South Vietnam)?"

60

Those rapid fire queries were asked in remarkably impeccable English, no doubt the result of the 300 mandated hours of English study prior to being admitted to the university, according to Nguyen Phong Suu, chief of the university's Foreign Relations Office. It is also due to the devotion and instruction of their professors. These instructors could not come to America for graduate studies because of the lack of diplomatic relations with the United States before 1995. Hence, they turned to nearby Australian and far away British universities for their preparation.

Economic Hardships

Despite their hard work and their students' excellent English, the professors wonder whether they are doing a good job. Part of their dilemma has been the prohibitive cost of textbooks at a time when Vietnam is in an economic strangle-hold in spite of massive investment. The exchange rate, though constantly fluctuating, is around 10,000 Vietnamese Dong to $1.00 U.S. The average professor's salary is D150,000 per month ($15.00 U.S.).

Though various countries, notably France and Australia, have funneled assistance to the university in an attempt to modernize facilities, Vietnam's poverty is seen first-hand at HUTFL. In 1995 the institute resembled bombed out Berlin at the close of World War II more than a campus. Classrooms had no glass in the window frames, either the result of or as precaution against bomb damage from what the Vietnamese call "the American War." Paint had long ago peeled off the walls. Air-conditioning was nowhere to be found and fans were scarce (although only western visitors unaccustomed to the tropical climate seemed to mind). Chalk crumbled as professors pressed it to blackboards that appeared not to have been cleaned in years, for old rags had to suffice as erasers. Students knew that class was over when someone in the courtyard banged on an old rusty pan with a stick.

Card catalogs resting outside the library were half empty and covered with ancient dust. I asked the librarian where in the catalog I could find a book about General Vo Nguyen Giap, mastermind of the decisive battles at Dien Bien Phu against the French in 1954, at Khe Sanh against the Americans in late 1967, and of the infamous Tet Offensive in 1968. She felt embarrassed at not being able to furnish a card. Giap's was a name which I thought would make bells go off in North Vietnam, hence I mentioned it. Minutes later she was very proud to produce his biography—in English.

"The materials we have are very limited," confessed instructor Nguyen Mai Hoa. "And we have so much trouble teaching writing." Mr. Suu concurred, "Though we Vietnamese ask questions very directly, when we talk amongst ourselves or write, we go around the subject; we don't get right to the point. Therefore, it is very difficult for us to teach the students to write effective paragraphs."

PHOTOS BY MARC PHILIP KALOMIRA

Top: Nguyen Ngoc Hung, vice director of the English Centre of the Hanoi Foreign Language College. Above: One of many English classes at Hanoi University for Teachers of Foreign Languages.

Incoming Instructors

Today, American university graduates, many of Vietnamese background, are trekking to Vietnam to teach English in cram schools and colleges. Some even tutor Vietnamese nationals in the Test of English as a Foreign Language (TOEFL). The number of students taking it has run into the hundreds, according to one frequently visiting American professor, at a time when academic communities in both countries are realizing the need for more Vietnamese to study English. Indeed, one sees various bootlegged editions of TOEFL prep books in many book stalls along the streets of Hanoi, as much a result of disregard for copyright laws as the economic situation there.

And now that barriers are beginning to come down 24 years after the war, Vietnamese universities are also hearing Americans without backgrounds in education saying, "I want to teach English in Vietnam." True educators are concerned because as the need for English instruction in Vietnam arises, according to the American professor, "English schools are popping up everywhere, and not many are very good."

Multilingual Vietnam—Past, Present and Future

History books teach of Vietnam's thousand-year occupation by China, as well as by France, Japan and the Americans in the south. Along with Chinese, French, and even a smattering of Japanese, English can be heard on Vietnamese city streets from what is now called Ho Chi Minh City (for-

merly and still known by locals as Saigon) to Hanoi.

In addition to its use in business with American companies (although somewhat stalled due to recent economic downturns in Southeast Asia), English has taken root in Vietnam and will most likely take its place in this already multilingual country. Negotiations in English between Vietnamese business representatives and those of foreign corporations from Australia, Canada, France, Japan, Korea, Taiwan and Singapore are almost a daily occurrence. Late into the steamy nights, restaurants are full of international business people discussing the prospects, whether good or bad, for dealings in Indochina.

If that is to continue as Vietnam reaches out for relations and capital, as it undoubtedly must to survive, English might well be the language that gets it back on its economic feet for the first time since war's end.

Marc Phillip Yablonka is an ESL instructor with the Adult Division of the Los Angeles Unified School District (Evans Community Adult School). He is also a free-lance correspondent and photographer.

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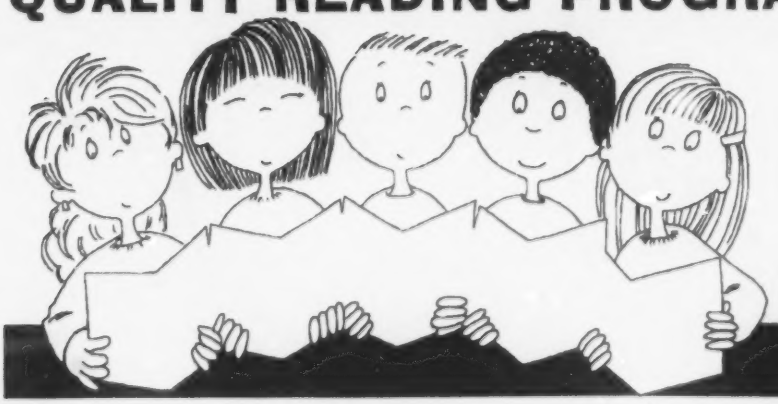
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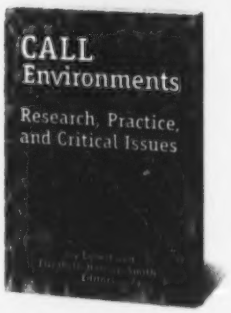

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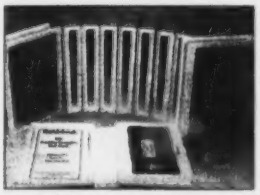

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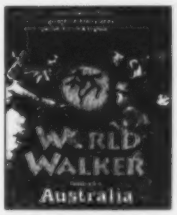

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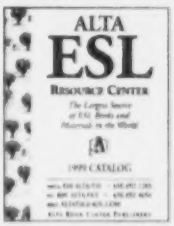

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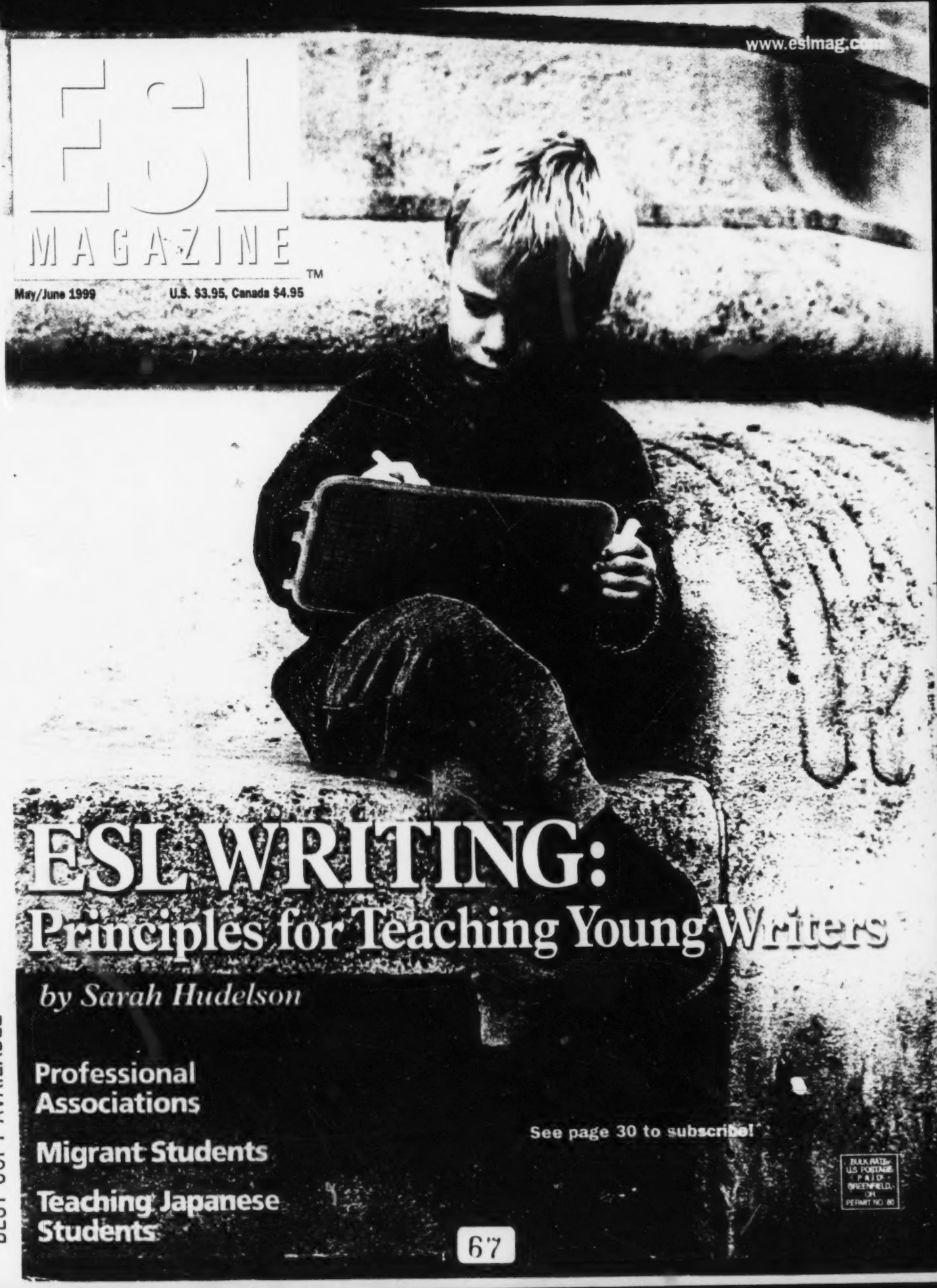

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May/June 1999
Vol. 2, No. 3

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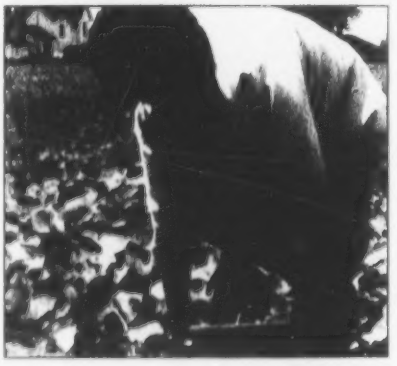

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Who's Reading *ESL Magazine*?

Deborah Tannen, Ph.D.
Georgetown University linguist and author of
You Just Don't Understand: Women and Men in Conversation *and*
The Argument Culture: Stopping America's War of Words.

***ESL Magazine* ONLINE!**
www.eslmag.com
[Christine Meloni's Networthy is now online!]

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Write from the Start!

Summer brings a change of pace for many teachers, if not at least a change of setting. There is time for teachers to rest, but good teachers can't keep themselves from reflecting on the past year and making plans for the next. We hope this issue will help you reflect and plan. But please, rest first if you can!

Many people, not just ESL students, are intimidated by having to write. For some it's natural; for others it's hard work! Sarah Hudelson shares principles for teaching young ESL writers that can help them overcome their reluctance to write, start expressing what they know and how they feel, and improve their skills as they write.

The teaching profession has always been dynamic and demanding and is no less so given current issues such as higher standards, increased accountability, educational technology, and violence in schools. ESL/EFL professionals don't need to "go it alone" but should discover how membership in a professional association can provide support. Deborah Kennedy explains the advantages of association membership and has done some of our homework for us by compiling a list of professional associations related to ESL/EFL, education and training, linguistics, cultures and more.

Can you imagine getting a new teaching assignment every few months and yet still being required to meet your goals as a teacher? Migrant students in the United States face a comparable challenge. Frank Contreras and Patricia Meyertholen explain how the Texas Migrant Education Program helps migrant students succeed academically while they overcome obstacles such as interrupted schooling, poverty, and limited English proficiency.

How do you know if a student wants to answer a question? How do you know if a student is unhappy? How much homework is enough? Most likely, your answers to these questions are based on your native culture and your experiences. Elizabeth Claire opens our eyes to the culture and language of Japanese students and gives us an understanding that is critical to making them feel at home in American classrooms.

We're glad to be a part of your summer reading list!

Marilyn Rosenthal

Marilyn Rosenthal, Ph.D.
Editorial Director

ESL MAGAZINE™
The magazine for English as a Second Language professionals.

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Subscription Information
Introductory rate: 1 year, 6 issues, U.S.: $16.95, Canada/Mexico: $24.95, outside North America: $34.95. All prices in U.S. $ and must be paid in U.S. funds. To subscribe, fill out subscription form on page 30 (photocopy additional forms if necessary) and mail with payment to: *ESL Magazine*, 220 McKendree Avenue, Annapolis, MD 21401. Or fax subscription form with credit card information to 410-810-0910. Please call 410-570-0746 for all other inquiries.

ESL Magazine is published bimonthly by Bridge Press, LLC
220 McKendree Avenue
Annapolis, MD 21401
eslmagazine@compuserve.com
www.eslmag.com

ISSN: 1098-6553

ESL Magazine is abstracted and indexed with ERIC.

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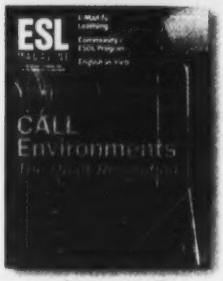


Send letters to eslmagazine@compuserve.com or ESL Magazine, 220 McKendree Ave., Annapolis, MD 21401. Include your name and position or address.

CALL

▶ I've just come across your article "CALL Environments: The quiet revolution" in *ESL Magazine*. That's a very nice article, and I suppose we fall somewhere in the "appropriate environments to make communicative yet disciplined language learning possible" — "technology-rich school" range. Moving over to my browser window here, I see that your article isn't online yet, but there are a number of other great articles and links at the eslmag.com Web site. My find-of-the-day.

—VANCE STEVENS
via Internet

▶ I'm very impressed with the opportunities that computers give students who are learning English as a second language as presented in "CALL Environments: The quiet revolution." Having come to the U.S. from another country, I appreciate this technology. It enables people to relate to a lesson because they can see and interact with what they are learning about. Thank you for this wonderful magazine.

—HOWARD V. DUNKLEY
Maryland

English in Vietnam

▶ I enjoyed reading Marc P. Yablonka's article on English in Vietnam very much. It is not only informative, but it also reflects the eagerness and enthusiasm of the people from the country where I'm from in acquiring the most popular language in the world. Thank you for providing us with such interesting information.

—GIANG HOANG
Los Angeles, CA

Community-Based ESOL

▶ I'm writing to comment on the great ideas I've found in the article on community-based ESOL programs. It sounds like a truly symbiotic relationship between the ESL students, volunteers and the community. I especially appreciated how businesses contribute products and space instead of just finances. I also liked how the learners volunteer their time in return to the community while at the same time getting valuable practice in their new language and real "résumé-usable" experience. Good stuff!

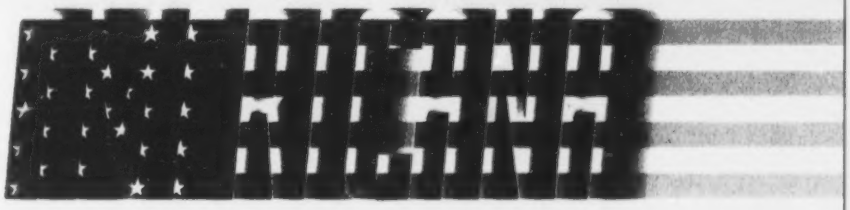
—SARAH CETERAS
Indonesia

Appreciation

▶ I just received my first copy of *ESL Magazine* and wanted to congratulate you on such a successful endeavor. I find the magazine to be a quick and easy resource covering a good range of "hot" topics for ESL/EFL professionals.

—SHERYL SEVER
California

English MASTERY



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Ed-Flex Partnership Act of 1999 Becomes Law

The Education Flexibility Partnership Act of 1999 was signed by President Clinton on April 29. It expands to all fifty states the Education Flexibility Partnership Demonstration Program in which twelve states already participate in accordance with the Goals 2000: Educate America Act. "Ed-Flex" gives states greater state and local flexibility in using federal education funds in exchange for increased accountability for results. This expansion of Ed-Flex authorizes the Secretary of Education to delegate to states the authority to waive certain federal statutory or regulatory requirements that interfere with states and districts implementing effective education reform plans. This program was originally created because Congress recognized that states are in a better position to judge waiver requests from local school districts. To be eligible, a state must have an approved Title I plan or must be progressing toward developing and implementing one.

New Online Language Newsletter

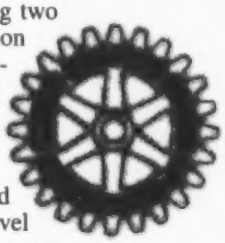
ERIC Clearinghouse on Languages and Linguistics has announced the publication of *Language Link*, a quarterly online newsletter. It will focus on themes related to foreign language education, ESL, bilingual education, and linguistics. Also included will be profiles of relevant books, journals, and recent ERIC documents, news from ERIC partners and the ERIC system, as well as information about conferences and links to organizations and publishers. Send inquiries to linkeditor@cal.org.

CAL Receives ERIC/CLL Contract

The U.S. Department of Education has awarded a five-year contract to the Center for Applied Linguistics (CAL) to continue operating the Educational Resources Information Center (ERIC) Clearinghouse on Languages and Linguistics (CLL). Established in 1966, ERIC is a national information system that provides access to education-related information and literature. In 1997, ERIC staff answered more than 55,000 toll-free calls, 40,000 letters and 60,000 e-mail requests. Internet users visit the ERIC Web site (www.cal.org/ericcll) more than 600,000 times a week to access lesson plans, research summaries, parent-oriented materials and the nearly one million document records in the ERIC database. ERIC/CLL is one of 16 clearinghouses in the national system and has been operated by CAL for 25 years. CAL is a Washington, DC-based nonprofit organization whose stated mission is to improve communication through better understanding of language and culture.

Rotary Foundation Offers Grants for Teaching in Developing Countries

The Rotary Foundation is offering two types of grants to higher education faculty to teach at universities or colleges in low-income, developing countries. Applicants may apply for a $10,000 grant for 3-5 months of service or $20,000 for 6-10 months. To qualify, applicants must have held a full-time college or university level teaching position for at least three years. Contact your local Rotary club for further information or go to the Rotary Foundation Web site: www.rotary.org



"Letters to Kosovo" Program Sends Help and Hope

The World Cultural Foundation's (WCF) International PenFriends® Program has begun a "Letters to Kosovo" program. The program is the brainchild of Nisha Kapadia, an 11th grader from West Richland, Washington. Brad Snow, WCF's customer service manager explains, "We received a late-night e-mail from Nisha. It said 'I am sure that you are aware of the current, horrible situation in Kosovo; millions of children are suffering. I felt that I needed to help in some way, in addition to collecting and sending money.'" Kapadia's letter further explained, "I was hoping that I could get the students at my high school (I'm currently in 11th grade) to donate a dollar as well as a letter to the children of Kosovo. The words of kindness we could send, I'm sure, would go far in the eyes of these children."

Through the suggestions of Nisha, WCF formed the International PenFriends "Letters to Kosovo" program. WCF wants children of all ages, school classes, and youth groups from around the world to send one letter with one dollar or whatever can be spared. The letter should be one page long and have the name, address and age of the sender on that one page. Letters can include a photograph, postcard or drawing. WCF will forward the letters to the refugees, letting them know that they have not been forgotten. The money will be used in conjunction with one of the many organizations providing relief to the Kosovo refugees.

Checks or money orders payable to WCF and letters may be sent to: Letters to Kosovo, PO Box 2480, North Bend, WA 98045-2480, USA.

The World Cultural Foundation is an international nonprofit organization whose purpose is to promote cultural understanding throughout the world. The International PenFriends Program is their largest division with over one million members in more than 251 countries and territories around the world. Call 425-888-7275 or go to www.wcf.org for more information.

Conference Calendar

May

- 2 **Colorado TESOL**, Denver, CO. Contact Keiko Krahnke, 970-491-5399.
- 6-8 **Sunshine State TESOL**, Orlando, FL. Contact M. Santos, 407-299-5000. Exp.: 600.
- 8 **Eastern Pennsylvania TESOL**, Newark, DE. Contact Naomi Migliacci, 302-836-3428. Exp. attendance: 210.
- 14-16 **Venezuela TESOL**, Estado Anzo-ategui, Venezuela. Contact Mariela Ravelo, jprin@telcel.net.ve. Exp. attendance: 600.
- 22-23 **Calling Asia 99 International Conference on Computers and Language Learning**, Kyoto Sangyo University, Kyoto, Japan. Contact Bryn Holmes, holmes@nucba.ac.jp. Expected attendance: 200.
- 26-27 **NJTESOL-BE**, East Brunswick, NJ. Contact Judy O'Loughlin, 201-652-4555. Expected attendance: 1500.

June

- 11-14 **League of United Latin American Citizens**, Corpus Christi, TX. Contact Ana Estrada at 520-903-2838.
- 11-13 **TESOL Academy**, San Antonio, TX. Contact TESOL at 703-836-0774.
- 25-27 **TESOL Academy**, Baltimore, MD. Contact TESOL at 703-836-0774.

July

- 30-Aug. 1 **TESOL Academy**, Seattle, WA. Contact TESOL at 703-836-0774.
- 31-August 2 **PeruTESOL**, Lima, Peru. Contact Liliana Nunez, tesoler1@amauta.rcp.net.pe.

August

- 10-14 **Argentina TESOL**, Buenos Aires, Argentina. E-mail secbelg@bcl.edu.ar.
- 21-22 **Paraguay TESOL (ParaTESOL)**, Paraguay. Contact Stael Rufinelli de Ortiz, e-mail staelins@mmail.com.

September

- 9-11 **Carolina TESOL**, Southern Pines, NC. Contact Linda Higgins, lhiggins@lee.k12.nc.us.
- 16-19 **Association of Teachers of English of the Czech Republic (ATECR)**, Prague, Czech Republic. Contact Marta Chroma, chroma@ius.prf.cuni.cz.

October

- 1-3 **The Second Pan-Asia Conference (PAC2)** hosted by KOTESOL, Seoul, South Korea. Contact: Jane Hoelker, hoelkerj@hotmail.com. Exp.: 1,200.

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ESL WRITING:
Principles for Teaching Young Writers

BY SARAH HUDELSON

I began teaching second language learners in 1968 in an elementary school in south Texas. At that time ESL teaching involved initial and exclusive development of learners' listening and speaking abilities, followed gradually by reading and later still by writing. Children began writing by practicing letter formation and then proceeded to copy words and sentence patterns previously practiced orally, fill in missing words in teacher-created sentences, use reading vocabulary and spelling lists to create sentences and finally write original pieces on assigned topics.

Thirty years later our knowledge base with regard to the development of ESL writing in children and adolescents has expanded greatly. This has meant significant changes in our views of appropriate writing instruction. The following are some current widely accepted principles of second language writing for children and adolescents. These principles can be seen in action in various classroom settings.

ESL learners are able to begin writing while they are still learning English.

ESL Writing Principles

1. Early Writing. ESL learners are able to begin writing (writing defined as the creation of original texts and meanings) while they are still learning English. They do not need to wait until they have mastered spoken English. There may be a reluctance to write because of limited knowledge of English and/or limited experience with writing as the construction of one's own text. However, with encouragement for writing and real purposes for using written English, students still acquiring English will write in their new language.

2. Taking Risks. For ESL learners, learning to write in English involves making predictions about how written English works, testing out those predictions by producing written English, and making revisions in predictions. This means that writing necessarily involves being willing both to take risks with the new language and to make mistakes. This also means that the texts that ESL learners produce will change over time, reflecting a writers' growing understanding of and ability to use English.

3. The Craft of Writing. ESL writers, while they are still learning English, are able to engage in the craft of writing. This means that they are able to respond to the work of others and that they are able to take the comments of others into consideration as they are writing. This crafting view of writing is often called a writing process or writing workshop approach to writing instruction. Writers often generate possible topics for writing through the use of a writer's notebook. Workshop time includes regular opportunities for learners to draft pieces, share work in progress with others, receive suggestions about their work from peers and teachers, offer encouragement and suggestions to their fellow writers, engage in content revisions, edit their pieces, and share their final products. While this process has been seen as most appropriate for personal narrative and story writing, expository writing also needs to be viewed as crafted writing because expository texts need to be drafted, shared and revised to create the highest quality work.

4. Variety of Purposes. If classroom environments are organized with many writing opportunities in mind, ESL learners are able to use writing for many different purposes. These purposes include writing for self expression, including reflecting on content learning (journals, learning logs, personal narratives, letters, personal responses to literature, etc.); writing to produce literary texts (fiction stories, fantasy, poems, songs, etc.); and writing to collect, organize and transmit information (expository writing such as summaries, explanations of procedures, reports, essays, analyses, etc.).

5. Reading to Write. A major influence on students creating different kinds of writing is the opportunity to read different kinds of writing. When ESL learners read stories that display particular narrative structures, they begin to use these ways of organizing stories in their own writing. Literary language and careful word choice that reflects the language of published authors begin to appear in students' pieces. When ESL writers read and respond to such genres as poetry, they often choose to experiment with these genres in their own written work. The reading of quality expository texts provides writers with models of good expository writing.

6. Choice. When ESL learners have some choice in their writing topics, they tend to invest more in their writing and work harder at their craft. Even when writing is an assigned or regular classroom activity, learner choice is important. Within the framework of the writer's notebook, for example, learners need to be able to choose the topics they will develop into final pieces. It is important to resist assigning topics when learners maintain that they can't think of what to write about. Instead of making an assignment, work with learners to generate their own topics. Allowing learners a choice of genres for writing (for example, poetry, personal narrative, fiction, fantasy, legend, etc.) is another way to provide for learner control. Within expository writing as well, it is important to provide for student choice as often as possible.

7. Native Language Writing Ability. Native language writing ability contributes to second language writing ability in multiple ways. ESL learners who have learned to write in their native languages understand what writing is for and how it may be used. Learners are able to apply the knowledge they have from first language writing to ESL contexts. As ESL learners engage in writing in their second language, they need to be allowed to use the resource of their writing abilities in their native languages.

All of these principles can be illustrated and clarified by observing what good writing teachers do in classrooms.

Kindergarten

Mrs. G.'s kindergarten class illustrates the principles of early writing, taking risks, and writing for various purposes (Principles 1, 2, and 4). It's journal time in her class of 23 children, four of whom are ESL learners, three from Somalia and one from Bosnia. Each journal consists of sheets of paper stapled together with a construction paper cover. The paper is blank at the top with lines at the bottom.

One of the Somali children, whom the children call Bo, chooses an orange crayon and creates pictures of a piece of fruit, a ball, a flower, and a shirt. Bo holds up his journal, calling out, "Look, teacher, look. Orange, orange!" His teacher, Mrs.G., kneels next to him, exclaiming, "Wow! Look what you made!" She points to each object as she names it and then asks Bo why he chose to draw these items. He replies, "I like orange." Mrs. G. suggests that he write what he has just said, and she slowly pronounces, "I like orange."

Until today, Bo has refused his teacher's invitation to write. Today, however, he sounds out and laboriously writes, *I lK*. He then looks around the room until he finds the color chart, which he uses to copy the word *orange*. His entry reads: *I lK orANge*. During the sharing time that concludes the journal activity, he proudly reads his entry. Mrs. G. tells the class that this is the first time that Bo has created his own message, and Bo receives applause for his efforts.

Mrs. G. uses journals regularly so that children may express personal feelings and ideas. As an early childhood educator, she believes that young children, including ESL learners, become writers by engaging in writing for real purposes (in this case, self expression) and that gradually their writing will become more conventional. She encourages children to write using whatever their understanding of written language is at a particular point in time, and she accepts their unconventional writing.

Over the course of the school year, she uses children's writing to point out to their parents and to the children themselves what they are learning about English. Mrs. G. has often found young learners to be reluctant to write in English, so she is especially encouraging to them. She is careful to offer one-on-one assistance. It has taken time for Bo to overcome his reluctance to write in a language that he is still learning to speak, but he finally feels confident enough to risk writing in his new language.

Second Grade

The principles of taking risks, crafting, writing for various purposes, exercising choice, and building on the knowledge of one's native language (Principles 2, 3, 4, 6 and 7) come to life in Ms. Compton's second grade class. To provide an opportunity for the children in her bilingual second grade to write letters, Ms. Compton has arranged for her class to become penpals with a class at another school. The children in the other school do not speak or write Spanish, so the Spanish writers in Ms. Compton's class will need to express themselves in English. Ms. Compton explains the idea of penpals, and the children brainstorm what they might write to introduce themselves. As class members receive names of penpals and begin their letters, Benjamin raises his hand and says excitedly, "Teacher, teacher. I want to write to Jimmy." Jimmy, an English speaker, is a former classmate who has transferred to another school. Jimmy and Benjamin had been great friends. Ms. Compton agrees to Benjamin's request, and he sets to work. Soon he has a letter:

Dear Jimmy, I (Benjamin's version)
Dear Jimmy, I (conventional spelling)

mist jou sou moch
missed you so much

uer do eu
Where do you

lib ui arnt yu coming
live? Why aren't you coming

bac we ol misiu tichur
back? We all miss you Teacher

dyt to Hector tu
did too Hector too

I lov iu Jimmy
I love you Jimmy

sensirali
sincerely

Benajmin's authentic desire to communicate with his friend impels him to write even though he has almost no familiarity with spelling in English. He is willing to risk writing in his second language because he has a real purpose for writing. He uses his native language writing background, including his understanding of an interpersonal function of writing and his understanding of spelling in Spanish, to solve his composition problems. Benjamin's desire to make contact with his friend provides Ms. Compton with an ideal opportunity and an authentic reason to assist him with the conventional spelling of several English words (*you, missed, so, where and why*) so that his letter will be more comprehensible to his friend. The editing occurs within a context that is meaningful and understandable to the child. Ms. Compton's agenda is that all of the children produce letters to send to the children at a specific school. However, she recognizes Benjamin's desire to write to his friend instead of to a child that he does not know. Ms. Compton understands that Benjamin will invest more in his writing if he writes to Jimmy, so she allows him to do so. (example from Hudelson, 1994).

Third Grade

It is writer's workshop time, and Ms. Thomas's transitional bilingual third grade class is hard at work, taking risks and crafting their pieces as they write (Principles 2 and 3). Juanita, who has started to write in English this year, has requested a conference with Ms. Thomas. She begins by reading her draft:

JUST MY BROTHER MY SISTER AND ME

One day my mom and my dad wher going to see a dace and me and my brother and sister stayd home aloen. We ear junk food like cooki n ice crim and soda like soda and ice crim in it and milk whith water in it and it was good and then we med a big mes. I spild water in the floor My sister spillde coke in the kitchen and then at 3:00 in a morning my mom and dad came back and my and my brother and my sister wher like a coarton [cartoon] *we wer clining the house and we brely med it. We trnd off the lit and thid like if whe wer asleep and then the other they let us aloen again.*

When she finishes, Ms. Thomas laughs and exclaims, "You mean they didn't catch you? They let you stay home the next time they went out?" Juanita nods and laughs. Ms. Thomas begins the conference by sharing what she likes about the piece—the description of what the children did by themselves. She shows Juanita a part in the piece that confused her (Juanita's description of what the children ate). She suggests that Juanita read through her piece carefully to see if she can delete some of the uses of *and*. She asks Juanita to read the piece

aloud to see where sentences begin and end and to try to insert appropriate punctuation and capitalization. Finally, she tells Juanita that after she revises and edits, they will meet again to look at spelling. Juanita returns to her desk to work on her draft and creates the following:

HOME ALOEN

One day my mom and dad wher going to a dace. Me and my brother and sister stayd aloen. We eat junk food like soda and ice crem in it and milk whith water in it and it was good. Then we med a big mes. I spild water in the floor. My sister spillde coke in the kitchen. Then at 3:00 in the morning my mom and dad came back and me and my brother and sister wher like a coarton. We wher clining the house and we brely med it. We trnd off the lit and did like if whe wher asleep. Then the other they let us aloen again.

Ms. Thomas understands that writing is a craft that ESL children need to engage in over time. To promote her belief in crafting, she has scheduled a daily writer's workshop that includes drafting, responding to drafts through peer and teacher conferences, revising and editing, and publication and sharing of personal narratives. Children work at their own pace, but everyone is expected to engage in the craft of writing.

Because this is a transitional bilingual program, with the expectation that children will be able to work exclusively in English by fourth grade, Ms. Thomas encourages her students who have been writing in Spanish to create some stories in English, thus adding English writing to their repertoires. Ms. Thomas encourages children to focus on content in their initial drafts, and she then works with them on both content revisions and editing of form. She is especially sensitive to ESL children's hesitancies about writing in their second language, and she makes sure that she focuses on each child's strengths as a writer before she makes suggestions for revisions or asks questions about content. She also makes sure that the editing she does is understood by the writer. In addition to the daily writer's workshop, Ms. Thomas's students write responses to literature they have read, and they prepare informational pieces on research topics of their own choosing. (Example from Faltis and Hudelson, 1998)

Fifth Grade

Mr. Wright is a teacher with a passion for literature and writing. Daily he reads aloud to his class, half of whom are ESL learners, sharing picture books, novels, nonfiction, and poetry. All year long he encourages his students to read and write poetry. In his classroom, as a part of daily writing time, children draft poems, share them with others and rework them into what they consider to be finished pieces.

In addition, Mr. Wright writes poetry himself and frequently shares his work in progress and his final pieces with the class. The following poem was created by Sonia, an ESL learner who has attended this school for the last three years. What she expresses in this poem happened to her best friend. The poem had its origins in several entries that Sonia made in her writer's notebook after the death of her best friend's mother.

WHAT I FEEL IS TRUE
I feel sorry for my friend.
Her parents died.
Her mom got shot twice.
Day by night she cries.
Her dad got killed in jail.
See how he failed.
Now follow the law.
See how he ended.
I dont think you want
to end like that.
My friend now lives
with her grandparents.
But they dont give her
the love like her mom did.
So now you know
why I feel for my
friend this way.

Mr. Wright believes in the power of literature, both what is read and what is written, to help children make sense of their lives. He understands that if he provides models of powerful, excellent writing for his students, their writing may be influenced in positive ways. For this reason he reads different kinds of literature

continued on page 12

ESL Student Writing Progress

Below are examples of an ESL learner's writing over the course of a school year. Daphne was 11 years old and literate in Chinese when she came to the United States from Taiwan. These samples demonstrate her growth as an ESL writer.

October *(journal entry)*
I like computers very much
I like U.S.A. math because U.S.A. math is easy.

November *(journal entry)*
I have shoeses. I very like because is my shoe.
Yesterday Chinese teacher said Tuesday task how to spelling man, woman, pencil, window, teacher, feet, foot and many homework.

December *(journal entry)*
I like Christmas and I like Christmas tree. because Christmas is a good day. and my birthday is December 15.

End of January *(from autobiography)*
When I am six years old, my father went to U.S.A. We life in country. my grandfather is a teacher he working in teacher has thirty years. I went to school I am a queen because my grandfather is a teacher if somebody kick me I said "I will tell my grandfather" let he said "sorry sorry no please no" so nobody can kick me. I have four good finldd she help me how to play game. Sometime I went to Taipei now I life U.S.A. I like she, she like me. We are a good friend.

End of February *(from autobiography)*
When I leave Taiwan our communication is Airplan. That is my first time. when I sitting on my seat finish the seat belt the airplan is getting to the sky. Our airplan is Singapore airplan company the stweardess's drass is beautiful some is Chinese and some is America, I think is.

Chinese + America =Singapore dress

Every sit has one Radio, rug and life jacket. The stewardess gave us our dinner. That is cheese, cookies, sandwich, fruit and juice. The children has candy. We finish dinner The stewardess said "now you can sleep" let we sleep.

We saw clouds that is beautiful. I tail my mom "We are on the clouds" My mom smile she look like very happy. The sky is like a ocean the clouds is like a laland.

End of May *(field trip report)*
Our spring trip
On May 21 the fifth grade students went to the trip.

That was a fun trip I saw many things I never saw them before like alligators, starfish and some animals living in the ocean. I like the race, too, this race shows us that we need to cooperate so we can win. It is a fun game. we got second place. we was very happy and also we learned many thing in the race.

Every morning, when we woked up, we can go to the beach. I was enjoyed to hearing the wave sounds that was loudy but not noisy. I wrote some letters on the sand, the waves would go over the letters. The waves tried and tried then the letters was disappear. This thing show me, we need to try and try when we do everything and we chance to win.

It was a fun trip.

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ESL MAGAZINE

to his students and encourages them to engage in writing themselves. For this reason he shares his own writing and talks to the children about his processes as a writer. Rather than assigning particular kinds of writing to his students, Mr. Wright provides daily writing time and allows students to choose what they will write. For every grading period, a specific number of finished pieces are required.

Mr. Wright also makes use of writer's notebooks in which students are able to write entries on topics or themes of importance to them. On a regular basis, Mr. Wright asks the students to read through their notebook entries to see if a particular topic strikes them as having the potential to become a crafted piece. This process of writing in her notebook and rereading her entries led Sonia to create her poem. Mr. Wright has created a powerful and effective writing experience for his students by applying the principles of crafting (3), reading to write (5), and allowing students to exercise choice in what they write (6).

Seventh Grade

In a combined ESL social science/technology/language arts block, students have been examining pollution and its environmental impact on the Earth. On a regular basis their teacher Mrs. Arnold asks the students, all of whom are ESL learners, to use learning logs to reflect on their learning. On this particular day, Josie writes:

I learn that the Earth is in pollution and the earth has scars like smog, air pollution, trash, oil spill and water pollution. And I learn that some people thourgh trash away and that is contaminating more the Earth.

Mrs. Arnold then asks the students to write about what they could do in response to what they have learned. Josie has the following thoughts:

I want to tell my father that dont use the car too much because is contamination the Earth. And I want to tell my mother too that dont through trash aut. And I will tell my family that dont use to much water.

Mrs. Arnold believes that her ESL students will learn content more effectively if they write about what they are learning, using writing as a tool to reflect on their content studies. She does not consider this writing to be in final draft form; rather, it is self-expressive writing undertaken to assist thinking. Mrs. Arnold accepts the students' writing in the form that they create it without making corrections. If she writes back to the students in their logs, however, she does use conventional English to give the learners a model of what is standard. For example, she wrote back to Josie:

You have learned a lot, Josie. I hope that you will help your family think about how to use less water and about what to do with their trash. Do you have recycling where you live?

Mrs. Arnold also believes that her students' writing will improve and they will feel more comfortable as writers if they engage in writing for a variety of reasons in all of their school subjects, an illustration of Principle 4. In addition to using learning logs, her ESL students write responses to literature they have read, create their own personal narratives and fiction, and produce reports on topics they have studied.

Conclusion

In these classroom examples, teachers of ESL learners and the learners themselves work collaboratively to construct meaning, across the school day and in a variety of contexts, through both spoken and written language. In these classrooms, writing functions interdependently with speaking, reading, and listening. These teachers understand that writing is a process and not just a product. They appreciate the effort and risk-taking involved for second language learners as they work to express themselves in written form in a language they are still struggling to learn. The stance of the teachers is that writing is a central part of students' content and language learning and that their job as teachers is to encourage writing, to respond to it helpfully, and to appreciate it as work in progress.

There is no one recipe for effective classroom writing instruction. Choices for specific strategies will depend on the learners and the learning context. But the underlying understanding is the same: writing is a way for ESL students to learn, to reflect upon and share learning, to express themselves as individuals, and even to make sense of their lives.

Sarah Hudelson, Ph.D., is currently professor of bilingual and ESL education, Arizona State University, Tempe, AZ.

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The Franklin Institute Science Museum Online (a great resource for your classroom!)

http://sln.fi.edu

The Franklin Institute Science Museum in Philadelphia, Pennsylvania is celebrating its 175th anniversary. Its mission is to foster the development of a scientifically and technologically literate society. In keeping with this mission, Carol Parsinnen and her Web team at the Museum have created an educational Web site that is rich in ideas and resources for teachers. Everyone is certain to find something that will inspire new ideas for classroom activities or that can be integrated directly into a class plan. The URL is http://sln.fi.edu/.

Two particularly interesting current features are "Wired@School" and "Caught in the Web." While both focus on Internet projects developed by K-12 teachers whose students are predominantly native speakers of English, much of the work of these pioneers ought to be of interest to ESL/EFL teachers at all levels.

Wired@School
(http://sln.fi.edu/qa98/wiredindex.html)
This page showcases Web projects of nine outstanding K-8 teachers. Some examples are "Native Americans" by Gail Watson of Dumfries, VA; "El Nino and La Nina" by Paul Myers of Rancho Cucamonga, CA; "Videoconferencing for Educators" by Carla Schutte of Brooksville, FL; "Empowering Student Learning with Web Publishing" by Tammy Payton of Loogootee, Indiana; "The Story of Flight" by Paulette Dukerich of Houston, TX; "Which Pennies are Still in Circulation?" by Michael Lipinski of Erving, MA; "Shamrock Lane" by Robert Owens of Vineland, New Jersey; "Treasures@Sea" by Hazel Jobe of Lewisburg, Tennessee; and "Wonders of Space" by Karen Walkowiak of Kanata, Ontario, Canada.

Caught in the Web
(http://sln.fi.edu/qa96/caughtindex.html)
The Franklin Institute features online schools that have been "caught in the web." What does it take to be "caught?" Teachers and students must be using the Web to enrich and extend their classroom learning environment. All of the schools included have been recognized for the quality of student work they have online. The Museum no longer updates this feature; however, it is worth a look.

This page displays Web projects created by students in elementary and secondary schools throughout the United States. Activities that might be of special interest to ESL/EFL teachers are two projects of Rhawnhurst School: "Wish You Were Here—Creating and Writing Postcards" and "Web Page Timelines," and Marie Durant Elementary School's "Flat Stanley: A cyber project to explore writing, reading, geography, and technology."

Visitors to "Caught in the Web," however, must be prepared to encounter several dead links. This is very unfortunate but should not deter one from visiting the Museum's outstanding Web site. And definitely do not miss the online exhibit of the human heart. You can take a virtual walk through this beating organ!

Comments and questions can be sent to Christine Meloni at meloni@gwu.edu.

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The Importance of Associations for ESL Professionals

BY DEBORAH KENNEDY

The life of an ESL professional can be challenging, exciting, rewarding, and difficult at the same time. Teachers face the ongoing challenge of developing materials and techniques to meet students' needs. There is excitement in learning about the work of others and a sense of reward that comes from discovering and sharing effective new methods. There can also be difficulties such as finding appropriate resources, getting a job, or securing benefits.

To be successful, an ESL instructor must keep a professional edge by pursuing lifelong learning, finding creative ways to approach teaching, and developing and maintaining a network of professional contacts. To be secure, a professional must find steady employment and a source of benefits. Fortunately, ESL professionals have a resource that can support them in all of these areas. That resource is the professional association.

The sheer number of existing associations points to significant advantages in association membership. According to the American Society of Association Executives, there are over 2,500 trade, professional, and philanthropic associations in the greater Washington, D.C. area alone, and as many as 1,000 new associations are formed each year worldwide. The American Association of Retired Persons (AARP) reports that nine out of ten adult Americans belong to an association, and one out of four belongs to four or more.

An association is one of the best ways to develop professionally.

What is a Professional Association?

An association is an organization of individuals or other organizations who share professional interests and goals. Associations are based on the idea that the whole is more than the sum of its parts; in other words, that a group can offer advantages to its members that each member could not obtain individually. In exchange for annual membership dues, association members receive a variety of benefits from the association's activities.

Associations provide essential networking and professional development opportunities for their members. In addition, they may develop standards for professionals in the field, represent members' views to the government and the public, and provide benefits such as health and life insurance. Not all associations are active in all of these areas, however. In general, the larger the association, the broader its range of programs and activities.

Professional Development

Membership in an association opens the door to many professional development opportunities. An association's newsletters and journals keep members informed about issues and innovations in their field and also allows members to share their own work and ideas with an audience of their peers. Annual conventions provide similar opportunities and provide the added benefit of face-to-face interaction, which can lead to brainstorming and even collaborative ventures. Special Interest Groups, or SIGs, are a particularly good way for association members to learn from one another.

Many associations also sponsor training workshops for their members. These help members expand their repertoire of professional skills and gain more in-depth knowledge. Participation in professional workshops and application of the knowledge gained can enable an association member to become a specialist in an area.

In some associations, members may join a local affiliate or chapter as well as the national organization. Affiliates make the advantages of association membership available at the local level; members who cannot afford the time or expense of traveling to national or international conventions or workshops can attend meetings and training sessions sponsored by the local affiliate. Also, members who are interested in presenting their work in a public forum often find it easier to begin by presenting to a smaller audience at the local level than to the large and potentially intimidating audience present at a national or international meetings.

Local affiliates also provide opportunities for members who want to take on leadership roles in their field. Local affiliates often have openings for committee members, committee chairs, and SIG leaders. By filling one of these roles, an association member can enhance professional development while making a positive contribution to the profession.

Networking Opportunities

Professional associations provide one of the best ways to maintain connections with colleagues and to develop

new ones. Annual conventions, in particular, provide association members with opportunities to meet with colleagues from across the country and around the world. By participating in one or more SIGs, association members can develop relationships with colleagues who share their interests and concerns.

These connections help members remember that they are not alone—that others are struggling with and overcoming the same challenges. Professional connections, especially those made through SIG membership, can also lead to interesting opportunities for collaborative work in areas of mutual interest. And of course, a strong network of professional colleagues can be invaluable in the job search process.

Professional Standards

Many associations regard the development of standards of training and professional behavior as a critical component of their work. Through their association, professionals take on the role of safeguarding and enhancing the standing of their field by holding individual and institutional members to high standards of professional preparation and professional behavior. For example, the American Association of Intensive English Programs (AAIEP) has adopted a set of standards for IEPs that covers administration, faculty, curriculum, admissions, student services, recruiting, and program assessment.

Associations of education professionals may also develop standards for instruction. For example, Teachers of English to Speakers of Other Languages (TESOL) has established standards for programs that provide ESL instruction at the pre-K to grade 12 levels, and is now working on standards for programs that provide ESL instruction for adults. These standards specify the skill sets that correspond to particular levels of instruction. The International Reading Association (IRA) and the National Council of Teachers of English (NCTE) have sponsored a joint project that has produced a set of twelve standards for student preparation in the language arts and a series of related books.

Representation and Advocacy

Associations represent the views and rights of their members to government policymakers and the general public. Since most associations are tax exempt under section 501(c)(3) of the IRS code, their direct lobbying activities are limited. However, associations play an important role in advising government officials on matters that are affected by legal and policy changes. A current example is the work of TESOL in opposing the "English Only" initiatives that are coming up around the country. By publishing position papers, providing statistics and other relevant information, and encouraging members to make their views known, TESOL seeks to show lawmakers the validity of its opposition to these initiatives.

Other Services for Members

Member services are often an important benefit of association membership. Each association has its own configuration of member services, depending on its size and the interests of its members. Services may include job banks and other career development support systems. They may also include health insurance and health plans, life insurance, and retirement plans. Because an association offers these benefits to a large number of members, it can usually provide them at a favorable rate.

Associations for ESL Professionals

How do you know which of the many associations is right for you? The primary association for ESL/EFL professionals is Teachers of English to Speakers of Other Languages (TESOL). For intensive English programs, there is the American Association of Intensive English Programs (AAIEP). For those teaching EFL, there is also the U.K.-based International Association of Teachers of English as a Foreign Language (IATEFL).

TESOL
Teachers of English to Speakers of Other Languages, Inc.
1600 Cameron Street, Suite 300
Alexandria, VA 22314-2751
703-836-0774
800-329-4469 (fax on demand)
http://www.tesol.edu

Founded in 1966, TESOL currently has over 16,000 members and 90 affiliates in the United States and worldwide. TESOL holds an annual conference, academies, and other events that develop members' professional skills. TESOL has many interest sections

Steps for Evaluating an Association

Here are some steps to take and questions to answer to help you evaluate whether or not an association is right for you.

1. Visit the association's Web site. It will tell you about the association's publications, services, conferences, and other membership benefits. Will these be useful to you?

2. Read the association's professional publications. These may be available in the nearest university library or from the association office. Are the articles of interest to you?

3. Consider the association's position on public policy issues. The Web site and publications will give insight into the association's position on various issues such as English-only initiatives and bilingual education. Can you support or at least live with their positions?

4. Read the program for the association's annual conference. It may be available online, or you can request a copy from the association office. Would you be enthusiastic about attending this conference and meeting the colleagues there? Would you be interested in presenting at a future conference?

5. Talk with members. If you don't know any members, call the association office and request that a member call you. Ask members why they belong to the association and how they have benefitted. Do they make membership sound inviting?

6. Attend an association meeting. This is easiest if there is a local chapter. Is the meeting interesting and enjoyable?

7. Assess the membership dues in relation to your budget. Your employer may possibly even pay for it.

including Applied Linguistics; Computer-Assisted Language Learning; English as a Foreign Language; English for Specific Purposes; ESL in Bilingual Education; ESL in Higher Education; ESL in Secondary Schools; ESOL in Adult Education; ESOL in Elementary Education; Intercultural Communication; International Teaching Assistants; Intensive English Programs; Materials Writers; Program Administration; Refugee Concerns; Research; Speech / Pronunciation; Teacher Education; Teaching English to Deaf Students; and Video. Membership in TESOL includes membership in up to three interest sections. All TESOL members receive the newspaper *TESOL Matters* and interest section newsletters and may choose to receive other publications by subscription. TESOL also offers placement services, an employment clearinghouse and group insurance. The membership fee is $47; students may join for $41. Each affiliate has its own conventions, publications, benefits, and dues. You can find the affiliate nearest you by contacting the TESOL office or visiting TESOL's Web site.

AAIEP
American Association of Intensive English Programs
229 North 33rd Street, Room 113
Philadelphia, PA 19014
215-895-5856
http://www.aaiep.org

The members of AAIEP are intensive English programs, each of which is represented by its director. AAIEP was founded in 1986 and currently has 240 members. Its main focus is the promulgation of standards for intensive English programs.

IATEFL
International Association of Teachers of English as a Foreign Language
3 Kingsdown Chambers
Whitstable, Kent UK
CT5 2FL
http://www.iatefl.org

IATEFL is a U.K.-based organization founded in 1967. It currently has 4,000 members and 70 affiliated teachers' associations worldwide. IATEFL holds an international conference every other year that draws ESL/EFL professionals from around the world. IATEFL also works with TESOL and other organizations on joint conferences.

Associations with an Education/Training Focus

There are a number of associations that are concerned with various other aspects of education. Although most of these associations do not have interest sections for ESL practitioners, ESL issues often surface in conference presentations and journal articles. Membership in these associations can help ESL professionals broaden their skills and knowledge, widen their network of professional contacts, and understand ESL issues in a larger context.

Each of the associations listed here has its own membership fee structure and member benefits package. For more information, you can call, write, or visit the association's Web site.

AAACE
American Association for Adult and Continuing Education
1200 19th Street NW, Suite 300
Washington, DC 20036
202-429-5131
http://www.albany.edu/aaace

AAACE is an international association for professionals in adult education and adult learning. It has 60 affiliates in 40 nations.

AAAL
American Association for Applied Linguistics
P.O. Box 21686
Eagan, MN 55121-0686
612-953-0805
http://www.aaal.org

AAAL is the professional society for scholars in the field of applied linguistics, which includes language development, language use, and language pedagogy. AAAL was founded in 1977 and currently has approximately 1,200 members.

ACTFL
American Council on the Teaching of Foreign Languages
6 Executive Plaza
Yonkers, NY 10701
914-963-8830
http://www.actfl.org

ACTFL was founded in 1967 by the Modern Language Association, and currently has over 7,000 members. Its focus is on the teaching of all languages at all levels. Many of its members are language instructors in public schools and colleges. There is a special interest group for cultural issues.

AERA
American Educational Research Association
1230 17th Street NW
Washington, DC 20036-3078
202-223-9485
http://aera.net

AERA's primary focus is on educational research. AERA currently has over 22,000 members. There is a special interest group for Bilingual Education Research.

AFT
American Federation of Teachers
555 New Jersey Avenue NW
Washington, DC 20001
202-879-4400
http://www.aft.org

AFT is a part of the AFL-CIO (American Federation of Labor and Congress of Industrial Organizations) and is a union for teachers. It was founded in 1916 and currently has approximately 984,000 members in 2,100 local affiliates. The AFT focuses on job security issues, professional standards, and training and professional development for teachers.

Getting the Most from Association Membership

Once you have become a member of an association, make sure you get the most from your membership by taking advantage of all it has to offer. The following principles will help you maximize the advantages of membership.

Be selective: Don't take on more association memberships than you can keep up with. Choose the associations that most closely meet your professional needs, and focus your energy on membership in those.

Be informed: Read the material the association sends you. Know what services are available and how to use them. Pay attention to calendar announcements so you know when meetings and other events take place.

Be involved: Volunteer for committee work or other tasks. You will meet more people, get to know them better, and have more fun. You will also have the inside track on professional opportunities that may arise.

ASTD
American Society for Training and Development
Box 1443
1630 Duke Street
Alexandria, VA 22313-9833
703-683-8100
http://www.astd.org

Founded in 1944, ASTD is the professional society for individuals and organizations involved in workplace learning, training, and performance. ASTD currently has more than 70,000 members in affiliates in 150 countries. ASTD's special interest groups include one on Multicultural Issues and one on Language Training.

AEPP
Association of Educators in Private Practice
104 W. Main Street, Suite 101
P.O. Box 348
Watertown, WI 53094-0348
http://www.aepp.org

Founded in 1990, AEPP is a professional society for self-employed instructors who teach privately rather than in a school setting. AEPP currently has more than 600 members.

ASCD
Association for Supervision and Curriculum Development
1703 North Beauregard Street
Alexandria, VA 22311-1714
703-578-960 or 800-933-ASCD
http://odie.ascd.org

ASCD is an organization for professionals who plan and manage educational curricula for elementary and secondary schools. It was founded in 1943 and currently has almost 200,000 members in over 100 countries. Bilingual education is one of the major issues that ASCD is working on at present.

IRA
International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, DE 19714-8139
302-731-1600
http://www.reading.org

The IRA is the professional society for practitioners in the field of reading. It was founded in 1956 and currently has over 90,000 members in 1,250 councils and affiliates in 99 countries. Issues of reading in a second language often surface in journal articles and in conference presentations on literacy and reading skills development.

MLA
Modern Language Association
10 Astor Place
New York, NY 10003-6981
212-614-6382
http://www.mla.org

The MLA was founded in 1883 and currently has over 30,000 members in 100 countries. It is primarily concerned with the study and teaching of literature in all languages and is the professional society for university and high school language instructors.

NABE
National Association of Bilingual Educators
1220 L Street NW
Suite 605
Washington, DC 20005-4018
202-898-1829
http://www.nabe.org

NABE was founded in 1975 and currently has 5,000 members in 22 affiliates in the United States. It is a professional and advocacy organization concerned with the education of language minority students in U.S. schools. NABE has a special interest group for ESL in Bilingual Education.

NCTE
National Council of Teachers of English
1111 W. Kenyon Road
Urbana, IL 61801-1096
217-328-3870 or 800-369-6283
http://www.ncte.org

NCTE was founded in 1911 and has approximately 80,000 members. It is the professional association for teachers of English as a first language and focuses on improving the teaching and learning of English and language arts at all levels.

NEA
National Education Association
1201 16th Street NW
Washington, DC 20036
202-833-4000
http://www.nea.org

The NEA was founded in 1857 and currently has over 2.3 million members in its state and local affiliates. Its members include public school teachers, college and university instructors, and instructors at other types of educational institutions. One of the premier issues that NEA is currently addressing is bilingual education.

continued on page 18

Association Leaders Share Their Views

"Most educators recognize that membership in relevant professional societies is important and fundamental to their role as professionals —whether as teachers of ESOL, foreign languages, bilingual education, etc. Professional societies bring together members from varied backgrounds, geographically, contextually, etc. and provide a network in which to interact with colleagues. Professional societies also help keep members informed about trends and developments in the field, current research, reviews of recent publications, forthcoming events, job and grant opportunities, and more."

—Alvino Fantini
Past President, SIETAR International

"When I joined TESOL all those years ago, the most exciting aspect of membership was networking and making contact with other professionals in disparate parts of the world. It helped me deal with a sense of professional 'loneliness.' Today, I get tremendous excitement when I look at all that TESOL has achieved in terms of the professional growth of teaching, in the development of standards, and in advocacy for teachers and learners."

—David Nunan
President, Board of Directors, TESOL

"Today's educators face the challenges of rapidly changing technology, the growing standards movement and increasing diversity among the student population. Professional associations support educators in meeting these challenges by offering cutting-edge information, networking opportunities, and other important resources for professional development."

—Gene R. Carter
Executive Director, ASCD

Associations with an Intercultural Focus

In addition to the associations that are directly concerned with education, there are several whose focus is on intercultural exchange. Their education and training initiatives are concerned with raising cultural awareness and promoting effective intercultural communication.

ICA
International Communication Association
8140 Burnet Road
P.O. Box 9589
Austin, TX 78766
512-454-8299
http://www.icahdq.org

Founded in 1950, the ICA currently has approximately 3,100 members. The ICA's focus is on aspects of human communication; there is a special interest group for Intercultural and Development Communication.

NAFSA: Association of International Educators
1875 Connecticut Avenue NW
Suite 1000
Washington, DC 20009
202-462-4811
http://www.nafsa.org

NAFSA, which has over 7,000 members, promotes the exchange of students and scholars to and from the United States. NAFSA has an interest section for administrators and teachers in ESL (ATESL).

SIETAR
International Society for Intercultural Education, Training and Research
P.O. Box 467
Putney, VT 05346
802-387-4785
http://www.sietarinternational.org

SIETAR is the professional organization for specialists in intercultural issues. SIETAR's mission is to foster intercultural and interethnic understanding at every level. Founded in 1969, SIETAR now has between 800 and 1,000 individual members and another 2,000 members in affiliates around the world.

Why Not Join?

Association membership provides valuable resources for professional development and networking for ESL practitioners at every stage in one's career. As the previous list demonstrates, there is something for just about every ESL professional among the listed associations. Whether you are looking for new teaching ideas, a forum for presenting techniques you've developed, or a way to connect with other professionals, associations provide opportunities and benefits that may not be found anywhere else.

Deborah Kennedy is a Washington D.C.-based writer and editor. She is a member of TESOL, ASTD, the National Women's Book Association and Washington Independent Writers.

Where do international educators go for the latest resources and information?

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For membership information, or the most recent publications catalog, please contact NAFSA at 202-737-3699 or via e-mail at inbox@nafsa.org.

NAFSA
Association of International Educators

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English language teaching involves challenges and rewards . . . like making a difference in the lives of your students, like bringing your best to your work. TESOL tailors benefits to your needs through professional publications, advocacy, career services, and educational opportunities. TESOL is YOUR professional association. Take action and **join TESOL today.**

TESOL—The International Professional Association for Teachers of English to Speakers of Other Languages

"I've been a member of TESOL for about 20 years and wouldn't dream of not belonging. I'd give up a lot of things before I'd give up my TESOL membership."

–Claire Bradin
Center for Language Education and Research
Michigan State University

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Visit *TESOL Online* at http://www.tesol.edu/

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Migrant Students Achieve Academic Success:
The Texas Migrant Education Program

BY FRANK CONTRERAS AND PATRICIA MEYERTHOLEN

Migrant students are an ESL population that is unfamiliar to many Americans. The United States has a population of over 500,000 migrant children from ages three to twenty-one. These children are the sons and daughters of temporary and seasonal farmworkers and, in many cases, are workers themselves. The Texas Migrant Edu-cation Program identifies approximately 120,000 migrant students each year.

These children travel throughout the United States, working in activities directly related to the production of crops, dairy products, poultry or livestock for commercial sale or personal subsistence. They move from school district to school district within a state or from homebase state to receiving state. This mobility along with poverty and language barriers are real obstacles to education. The Migrant Education Program addresses issues like these to help migrant children achieve academic success.

Educational Obstacles

Each year the Rio Grande Valley in South Texas sends forth the largest population of interstate migrant students in the nation. Students leave their homebase school districts (termed for the place they call home) of La Joya, Pharr-San Juan-Alamo, Weslaco, and Browns-ville, to name a few, to travel as far as Alaska, Washington, Minnesota, New York, and Maine.

Students enrolled in the Texas Migrant Education Program travel throughout the fifty states where they work alongside their family members weeding, setting out plants, trimming, and harvesting whatever crop is in season, earning very low wages—as low as those earned by their parents twenty years ago.

Migrant families come and go without calling attention to themselves. They leave their homebase districts to travel across state lines to the receiving states (states in which families temporarily reside) to engage in migrant labor. Children are enrolled in schools for as long as the family resides in an area.

Many migrant children attend up to six or seven different schools in one year. This lack of academic continuity for highly mobile migrant children creates gaps in their education, causing many of them to drop out of high school when credit accrual becomes critical. The goal of the Migrant Education Program is to help migrant students graduate and break the cycle of migrancy, expanding their opportunities beyond work in the fields.

Migrant students face obstacles to academic success such as interrupted schooling, poverty, and limited English proficiency.

According to the 1990 census, 51.6% of the population in the Rio Grande Valley in Texas had not completed twelve years of school. One only has to drive through one of the many "colonias" (subdivisions that have no building codes) dotted with tiny shacks without running water or electricity to witness firsthand the third-world conditions that migrant families endure.

Because many migrant students also have limited English proficiency, their success in school many times hinges on the availability of ESL or bilingual education classes. Of the approximately 80,000 migrant students that annually migrate from Texas each year (the majority being Hispanic), a high percentage are enrolled in ESL or bilingual programs while attending school in Texas.

However, as they travel to small rural communities up north, migrant families may be the only non-English-speakers in the communities where they temporarily reside. If the district is not equipped to offer either bilingual or ESL classes for these students, it is likely that students won't grasp key concepts, causing them to fall further behind academically.

ESL offerings as well as bilingual programs are especially critical in high school where students must accrue credits to graduate and must pass the exit level TAAS (Texas Assessment of Academic Skills) Test in English. The TAAS is Texas' criterion-referenced achievement test that all students have to pass in order to receive their high school diplomas. Students coming to the United States for the first time while in high school have an especially hard time. It is very difficult for a limited English proficient student to graduate from high school in four years unless they are academically proficient in their native language. For those students with little or no formal schooling in their native language, the task is almost impossible.

Migrant Program Beginnings

The Migrant Education Program grew out of Title I of Public Law 89-10, passed in 1965, to assist all disadvantaged children. The Migrant Program became a separate program in 1966 by an amendment to the Title I Program. It is a federal program funded by the U.S. Department of Education that allocates

monies annually to a state based on its identified migrant population. The state education agency then operates a migrant program allocating funds to school districts or other entities that serve migrant students in summer, fall or even year-round depending, on that state's growing season.

The Migrant Education Program provides supplemental funds to address the unique needs of migrant students related to mobility, poverty and limited English proficiency. Some of the services that are offered by different states are summer school programs to supplement the regular school program, bilingual and ESL instruction in coordination with other state and federal services for those children who speak little or no English, supportive health services, including medical, dental and nutritional services in cooperation with other agencies, and special teachers, tutors and aides to work one-on-one with students to address their academic weaknesses.

The goals of the Migrant Education Program are fivefold:

- To help migrant children reach high academic standards.
- To ensure that migrant children meet the same challenging state content and student performance standards that all children are expected to meet.
- To ensure that migrant children overcome educational disruption, cultural and language barriers, health-related problems, and other problems that result from repeated moves.
- To promote coordination among all states to help improve educational outcomes for migrant children.
- To foster partnerships between state migrant education directors, federal agencies, and other organizations in order to improve coordination of services to migrant families.

The Texas Migrant Education Program focuses on seven critical areas to provide services for migrant students where they are most needed.

■ Migrant Services Coordination

Migrant Services Coordination (MSC) is required for students at all grade levels. MSC ensures that migrant students and their families take advantage of all the services that they are eligible for and that no students needing special services are overlooked. MSC promotes coordination and collaboration among agencies that serve migrant families such as Migrant Health, Head Start, Migrant Even Start, WIC, etc.

■ Early Childhood Education

Early childhood education requires that migrant three- and four-year-old children who are not being served by other community agencies such as Head Start, Texas Migrant Council or Migrant Head Start receive direct instruction by districts receiving Title I, Part C funds. The early childhood programs must be high quality, developmentally appropriate, research-based, aligned to the district's curriculum and conducted in the child's dominant language. In order to address this area and promote parental involvement in the learning process, the Texas Migrant Education Program developed the Building Bridges Home-based Program, an early childhood educational program available to migrant-funded school districts.

■ New Generation System

New Generation System (NGS) is a multi-state consortium database housing critical demographic, educational and health information on more than 200,000 migrant students. NGS gives users secure access to its encrypted database through the Internet. Online security ensures confidentiality of student information. As migrant students travel throughout the nation, migrant education personnel can access the education and health records of migrant students.

■ Parental Involvement

Parental involvement promotes parent/school partnerships and is specifically aimed at educating migrant parents about the academic and social needs of their children. The major parent involvement initiative is the Texas Migrant Student Transfer Packet System (TMSTPS), more commonly known as the "Red Bag." This initiative encourages migrant families to hand-carry their critical educational and health documentation with them as they migrate throughout the nation. Through TMSTPS, migrant parents also receive training about the educational system of Texas so that they and their children can function more successfully within the school environment.

■ Identification and Recruitment of Eligible Students

Identification and recruitment is required of all migrant-funded districts. It is a condition for the state to receive migrant funds from the federal government. In Texas, migrant-funded districts are responsible for identifying and recruiting all migrant students ages three to twenty-one that reside in their districts and have not yet graduated from high school. The twenty regional education service centers are responsible for identifying these students in nonproject areas (districts that do not receive migrant funds). Identification and recruitment also involves migrant children that may not be enrolled in school including dropouts and those who have never attended school in the United States.

■ Graduation Enhancement Services

Graduation enhancement became an area of focus after a 1993 statewide needs assessment indicated that only 63% of the migrant seniors in Texas graduated on time and that only 45% of students in grades nine through twelve were accumulating enough credits to graduate on time. This is due to the fact that migrant students enter schools late and/or withdraw early as they move from place to place. Also, courses students need to graduate may not be available where they are when they need them. Graduation enhancement services promotes dropout recovery activities including General Education Development (GED) and Adult Basic Education (ABE) services. It also promotes intrastate and interstate coordination among teachers, counselors and registrars and encourages correspondence coursework and distance learning opportunities for students to complete coursework on time.

■ Secondary Credit Accrual and Exchange

Secondary credit accrual and exchange promotes the accumulation of credits necessary for high school graduation by requiring migrant-funded districts to report secondary credit data on migrant students in grades seven through twelve who have made a qualifying migratory move during the previous school year. These secondary credit data are encoded into the New Generation System in order to document courses taken and to transfer secondary credit information on migrant students who travel within and outside the state. Districts are required to record partial work in progress at the time of student withdrawal as well as completed work with final grades and credit granted. For coursework that is undertaken outside of Texas, migrant-funded districts are required to consult with the schools to clear up incomplete coursework and to record the information on NGS.

Success Stories

Many migrant students have success stories to tell because of the Texas Migrant

Education Program. In 1998, Canuto Martinez was honored at the Texas Migrant Education Conference as an exemplary migrant student. He was the salutatorian of his graduating class at Pharr-San Juan-Alamo North High School. Canuto emigrated from Mexico to the United States with his family when he was nine years old. His family migrated each year to North Dakota to work in the sugar beet fields. Canuto is quoted in a May 4, 1998 article in the *Valley Monitor* newspaper, "Part of my elementary and junior high school was just trying to survive—just trying to keep yourself up without much help from anybody. You want to go back home. You want to go back to where you came from."

Despite not speaking English and being retained in the fourth and fifth grades, Canuto succeeded academically with the help of the Migrant Education Program and his parents who urged him to do his best in whatever he attempted. Although his parents had completed only elementary school in Mexico, they inspired Canuto to achieve academically. Canuto continues in the article, "My parents have always been there for me, always making me feel that if I strive for something I could get it." Canuto currently attends the University of Texas –Pan American where he is majoring in manufacturing engineering.

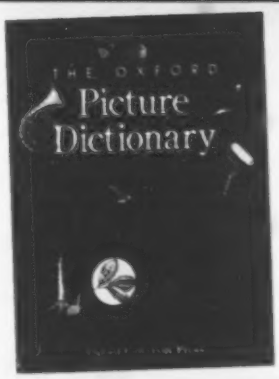
The Texas Migrant Education Program is not the only one to recognize migrant student achievement. At the National Migrant Education Conference held each year, migrant students are honored for their academic excellence and their ability to overcome what others would consider insurmountable obstacles to graduate from high school. One award is the PASS Student of the Year. PASS stands for Portable Assisted Study Sequence, which is semi-independent correspondence coursework for migrant secondary students. Mayra Victoria Linarez was this year's PASS Student of the Year. She is a limited English proficient migrant student from Yuma, Arizona who migrated from Mexico to Arizona and California. She says, "Sometimes when I look back at those years and think about everything that went on, I blame my dad for all the trouble I had to go through, but at some point I came to realize that life is just like that and those problems are just tests that life brings you to help you build character and become a better person. I know I still have a lot to accomplish to be able to graduate, and that to some extent, because of all the disruptions I've gone through, maybe the quality of my high school education has not been all that it could have been. Nonetheless, I have never given up, and I am more determined than ever to fulfill my goal of graduating from high school."

Completing elementary and secondary education is a long difficult road for migrant students. However, there are those who are able to excel academically with the help of programs such as the Migrant Education Program. In spite of all the hardships and barriers that still exist for migrant students, many have excelled in Texas, performing at or above the levels of nonmigrants.

Frank Contreras, M.A., is Director of the Division of Migrant Education at the Texas Education Agency.

Patricia Meyertholen, M.A., is a Director of Programs in the Division of Migrant Education at the Texas Education Agency.

Oxford University Press



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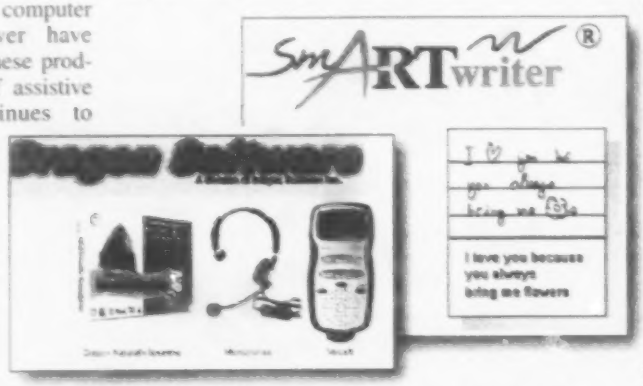
Assistive Devices for Computer-Based Learning and Writing

BY ELIZABETH HANSON-SMITH, PH.D.

Many English language students face challenges such as learning disabilities, physical handicaps, or lack of keyboarding skills that can make working with computers difficult. There are a variety of assistive devices for computers that can help. Students with strong kinesthetic, visual, and auditory learning preferences can also benefit from these assistive devices.

Recent improvements in computer processing speed and power have enabled the development of these products. Even better, the cost of assistive devices for learning continues to decrease. Hardware and software that used to cost thousands of dollars now range from $300 to $800. There are several new or improved technologies that are making computers more accessible for all students and that may also change the workplace students will enter.



NaturallySpeaking (left) recognizes a wide variety of speech. SmARTwriter (right) even recognizes bad handwriting.

Single-switch technologies allow severely paralyzed students to use even very small muscle movements, e.g., a thumb twitch, to word process, surf the Web or create digital art work. The student selects symbols on the screen using micro-movements. Don Johnston Products (http://www.synapseadaptive.com/donjohnston/d_productmenu.html) has developed a line of single-switch applications including Discover:KenX, which costs about $780. With these products, physically handicapped students can learn all of the computer skills they need for work in the real world.

Handwriting recognition has improved tremendously since its early days when the user had to be trained by the computer to print in a machine-recognizable fashion. SmARTwriter (Advanced Recognition Technologies, http://www.artcomp.com/) lets you scribble, write one letter over another, and use conventional symbols such as ♥ to represent love. While keyboarding is still an essential work skill, the future may be in this kind of adaptive technology. Business people use handwriting tablets to write notes away from the office. When they return to the mother computer, a simple plug or wireless device lets them download what they have written into a word processor. This technology will eventually be seen in schools.

Speech to text has made enormous improvements, to the point where the secretarial typing pool may no longer be a job option. We aren't quite to the Starship Enterprise mode ("Computer, what is the square root of pi?"), but voice commands can be used to turn computers on and off, open documents and applications, set margins and select fonts, as well as dictate letters and e-mail. Two good programs are in the $500 range: Voice Xpress (Lernout & Hauspie, http://www.hs.com/dictation/vxspecial.htm) and NaturallySpeaking (Dragon Systems, http://www.dragonsys.com, see. This technology makes a natural transition from writer's voice to written prose, and the technology can be made to understand accented speech. For students with limited hand movement or for students new to keyboarding but needing to compose, this technology may alleviate some frustrations.

Text to speech, in which the computer reads written passages aloud using digital approximations of the phoneme-spelling correspondences, is another much improved technology, both in the voice quality of the computer and its ability to recognize the quirks of English spelling. It is perhaps the most exciting assistive device for the teacher of ESL. The Kurzweil 3000 line, starting at under $300 (http://www.assistivelearning.com/), will read word-processed documents, e-mail, scanned text, and even Web pages, retaining all the color pictures and fonts in the process. Hearing one's own text being read aloud is quite exciting for the budding writer. For the high school or adult student learning a language, being read to is a rare opportunity to understand sound-spelling rules and the hidden meaning of punctuation, even if the computer still doesn't exactly mimic human rhythms and intonation.

Elizabeth Hanson-Smith, Ph.D., can be reached at EHansonSmi@aol.com.

Linguistic Laughs

I teach EFL in Indonesia. One student of mine, who had travelled to the U.S.A., told me about a language flub he made there. Mistakenly transferring from Indonesian the concept of there being just one word for every enjoyable sensation, he announced to his hosts that the comfortable chair he was sitting in was "very delicious!"

—Sarah Ceteras
EFL Teacher, Indonesia

Send your true and humorous ESL/EFL stories to eslmagazine@compuserve.com.

Dave Sperling's Internet Activity Workbook
Dave Sperling, Prentice Hall Regents (Pearson Education), 1999

Dave Sperling of Dave's ESL Cafe has become a household name among ESL/EFL cyber teachers. His name is bound to become a household name among students, too, since the publication of his new book, *Dave Sperling's Internet Activity Workbook*.

Activities are designed to improve students' English language skills and their knowledge of the Internet. As they improve their English, they learn, among other things, how to write appropriate e-mail messages (Netiquette), how to search on the Web (via search engines) and how to evaluate Web sources. It is very user friendly and equally suitable for "newbies" and more expert surfers.

A companion Web site includes an online dictionary, an electronic bulletin board, a Teacher Forum, and space for students to publish their work.

In the first chapter students are assisted in their search for a keypal (an online penpal). In all successive chapters the first activity centers on keypal interchange. The other activities involve searching the Net for information related to the chapter topic. After each activity students are required to participate in a group discussion or a writing activity. Therefore, the activities involve all four language skills. Each chapter concludes with a vocabulary exercise for which students use the Web site's online dictionary and a posting to the site's Bulletin Board.

This workbook is ideal as a supplement to a textbook in a secondary or post-secondary class. Its wide range of popular topics (e.g. crime, family and marriage, food, holidays, health, news and weather) makes it easy to integrate into any pre-established program curriculum.

Hats off to Dave Sperling for a timely book that will appeal to students and teachers alike.

The following URLs are of interest for more information about Dave Sperling.

- Companion Web site for new book: http://www.prenhall.com/sperling
- Dave's ESL Cafe: http://www.eslcafe.com
- *ESL Magazine's* interview with Dave: http://www.eslmag.com/sperling.html

Review by Christine Meloni, meloni@gwu.edu.

American Voices: Movers and Shakers
with audiotape and teacher workbook
Julia Jolly, Dominie Press, 1998

American Voices: Movers and Shakers is a low-intermediate reading text that ESL teachers can use in various settings: as the primary text in a reading skills class, as a supplemental text in a composition class, or as a lab text. We found this book quite useful in our community college low-intermediate ESL composition class and in our ESL lab.

The text is divided into twelve chapters, nine of which focus on the lives of well-known individuals who overcame great obstacles to achieve success in their fields: Guadalupe Quintanilla, Ruth Bader Ginsburg, Cesar Chavez, Colin Powell, Patsy Takemoto Mink, Steven Spielberg, Shirley Chisolm, Frank Fat and Bill Cosby.

After every three chapters, students work on a chapter that builds skills in comparing and contrasting, synthesizing information, and applying key concepts or personal qualities of the focus personalities to their own lives.

Each chapter dealing with a focus personality begins with a prereading activity which, in our experience, led to good class discussion and journal entries. Next is the focus reading, a narrative of the person's life, including struggles and achievements. Our students enjoyed listening to the audiotape and following along in their books. After the reading is a series of exercises to show students how the reading was constructed and to emphasize the importance of coherence. The character analysis exercise allows students to express their opinions about the personality while having them look back to the reading for specific information such as whether a given statement is fact or opinion, and to match a list of causes with a list of effects. These challenging exercises helped our students become more careful and sophisticated readers.

The next section, structure analysis, was particularly useful to our composition students. Students practice identifying main ideas and supporting details. The vocabulary exercises offer practice with word forms, synonyms, antonyms, and word choice. This one-page section does not overwhelm students with vocabulary exercises as some reading texts do; in fact, our students found these exercises enjoyable to do, especially when working with a partner. In the final section, the student applies some of the important concepts from the person's life and work to the community. The discussion questions and reading journal topics are well written and entirely appropriate for intermediate level ESL students. The journal topics are good springboards for longer writing assignments.

One of the most refreshing aspects of *American Voices* is that the voices on the audiotape are those of real people, not professional actors, so the speech patterns are natural ones that ESL students hear in daily life.

We also like the uplifting nature of the book; ESL students face a variety of challenges in academia, their careers, and their personal lives. These stories give them hope that they, too, can achieve their goals. In the words of one student, "If people from *American Voices* managed to overcome difficulties in their lives and reach success, I also can do it." In addition, the personalities represent a wide range of ethnic and cultural backgrounds and career fields; one student commented, "There is someone for everybody in this book." Two students, a waiter and waitress at Fat's, were delighted to learn about Frank Fat, the man who established the restaurant where they work. In fact, many students said that they liked reading about real people who are distinguished in their fields. In general, *American Voices* is an excellent reading text that is accessible and inspiring to students and easy for ESL teachers to use.

Review by Debbie Loomis and Cathy Creegan, who teach ESL at Sacramento City College, CA.

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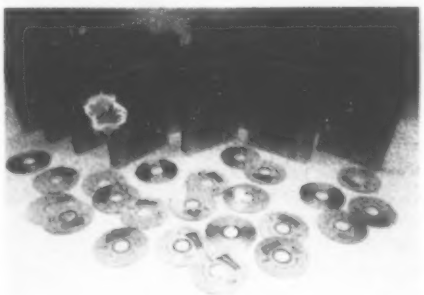

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Japanese Students in the U.S.
Cultural and Linguistic Challenges

BY ELIZABETH CLAIRE

The United States is a popular destination not only for Japanese students in higher education and special programs, but also for business people. According to the Japanese Ministry of Foreign Affairs, nearly 300,000 Japanese citizens resided in the United States in 1997, and roughly 100,000 of them held work permits. Many of these residents are business executives who come for temporary assignments of two to seven years and bring their families with them. Their children often attend American elementary and secondary schools.

Students who enter the educational system of the United States bring with them the beliefs and expectations about schooling they have formed from their own experiences. They also bring their language and their beliefs about language based on their native tongue, Japanese. A teacher of Japanese students at any age and educational level needs to be familiar with these students' educational and linguistic backgrounds in order to meet their needs in the classroom.

"Teacher, more homework!"

Japanese students in elementary and secondary schools tend to be a more homogeneous group than students entering American schools from other countries. They are typically from middle and upper middle class backgrounds from major cities in Japan although there are exceptions, of course. In the United States, they most often live in cities and suburbs where large Japanese companies have their headquarters. These students come with an exceptional educational background in factual knowledge, math skills, and art training. They are also often enrolled in Japanese weekend school or correspondence schools to keep up their studies for their eventual return to Japan.

Children of Japanese parents who immigrate to the United States and who may work in nonprofessional positions can exhibit much of the same educational characteristics. Striving for a good education is valued at most economic levels of Japanese society.

Education: Developing Human Resources

This value stems from a reorganization of Japanese society after World War II. There seemed to be too many people and not enough resources to go around. The nation's elders pointed out that the people themselves were Japan's greatest resource and that the way to cultivate this resource was through universal education. A few years ago it would have been hard to point to a higher value in Japanese society than education—the most esteemed person was not the wealthiest, it was the one with the most education.

The central government of Japan regulates all public schools. The need to do well in school in order to contribute to society and earn a good living is firmly impressed on young people and reinforced from all sides by parents, teachers, and government television programs. Children are reminded that they are their country's greatest resource. Junior high school students also know they must pass exams to get into a good high school to have a chance at passing the exams to get into a good university and be assured of a good job. Major employers often higher entire graduating classes, thus ensuring they have people who have forged a strong group spirit.

There have been changes in Japanese society, however. The economic situation in Japan means that employment is no longer guaranteed after education is completed. Also, the value of education is being undermined by popular culture today, and many average Japanese teenagers can get very discouraged by the difficulties encountered while attending an American school.

Education: A Family Value

Almost all Japanese parents will make what Americans might consider exceptional sacrifices for the education of their children. They spend a greater portion of their disposable income than Americans do for their children's education, for tutors, music classes, and after-school cram schools called *juku*.

Teachers of Japanese children will find that they have strong support from parents and, in many cases, an exceptionally diligent attitude in the student. I remember my surprise when I first began teaching Japanese children, having taught for ten years in Manhattan. "Teacher, more homework!" was a frequent and cheerful request from students. This was probably in response to a mother's request—Japanese kids, like other kids, hate homework.

Japanese mothers see their role as managers of their children's education. The strong bond between mothers and their children allows mothers to pressure their children to succeed. Because of visa restrictions, most Japanese mothers in the United States are not permitted to work, even if they do so back in Japan. They are eager to teach their four- and five-year-olds to read *hiragana*, one of the three writing systems needed for literacy in

Japan. They chauffeur their children from piano lessons to *juku* to karate class; they schedule and supervise nearly every waking moment for the child.

The Culture of Japanese Schools

As Japanese students enter American schools, they face many cultural differences that baffle them as well as their American teachers. Of course, some issues are less serious than others. For example, Japanese students are surprised and delighted at not having to clean the bathrooms as they do in their schools in Japan. They may be equally surprised but less delighted to learn that the time in the halls between classes in American schools is not the raucous time to let off steam that it was in their Japanese middle school, where running, jumping, shouting, and playing catch were the norm after intense periods of study. And an American teacher should not be surprised by differences such as the pains taken by a young student to erase a mistake. It's not simply a matter of turning the pencil upside down to use the eraser. Rather, the pencil case must be opened, a polymer eraser selected, the mistake erased, the crumbs neatly swept away, the eraser carefully replaced in its holder, the pencil case closed.

The more serious cultural differences, which require greater understanding and adjustment, relate to teacher-student relationships, group dynamics, and personal interactions.

The Teacher, Student and Family

The teacher-student relationship in the United States is quite different from that in Japan. Japanese teachers are much more involved with the child and family. The elementary school teacher makes home visits. Japanese parents have high expectations of teachers—American teachers may find themselves working harder under the influence of Japanese parents, who, in turn, are very appreciative. The teacher eats lunch in the classroom with the students. Younger Japanese students entering U.S. schools are surprised when they are abandoned in huge cafeterias at lunch time, without their group, without their teacher.

Group Identity

The cultural difference that perhaps has the most far-reaching effects in school is that of the importance of the group over that of the individual in Japanese culture. Teachers and students cultivate group cohesiveness and spirit, and social promotion is considered a necessity. Japanese parents will not easily agree to having their child held back a grade or removed for special education. Removal from the group may be as traumatic for a Japanese student as separation from parents might be for an American. Learning differences among children are not regarded as a matter of intelligence. All members of the group are expected to make the grade; there are merely those who learn easily and those who must put in more effort. Students work hard because "it's good to do a difficult thing." Encouragement comes from one's group.

The importance of belonging to the group means that families may go to great lengths to cover up a child's need for special help. Japanese education is modernizing, but still, few provisions are made for children with learning disabilities. The father of one teenage girl with learning and emotional disabilities took a week off from work to travel with her to Japan to take the entrance test for one of the "best high schools." Meanwhile, her younger brother was well aware of his sister's certain failure because of the obvious fact that she was failing all of her classes and was too nervous to talk to anyone.

The desire to maintain group spirit and harmony can interfere with a Japanese students' participation in class discussions and debates. Many students may not want to express an opinion different from that of others. Japanese children raised traditionally are not used to valuing their own opinions. They are not trained from early childhood to make choices. They are trained to do just the opposite: find out what others think and want and adjust oneself to the group.

When faced with an opportunity to express a personal opinion or choose an activity or project, some Japanese may look helplessly to the teacher for the "right opinion" and for the teacher to impose a task. They have been trained to expect the teacher to be the fountain of wisdom, and it can be a shock that American students are taught at an early age to have their own opinions and defend them, change them, challenge others' views, and that teachers can admit not knowing something or making mistakes. ESL and mainstream teachers need to help Japanese students' awareness in this area, specifically distinguishing what is expected in class participation and the benefits of discussing things to develop new ideas, express oneself, and learn more through debates.

Sensitivity to the feelings or "face" of others in the group can also inhibit self-expression. A person who speaks English poorly will be embarrassed at making mistakes and will be silent. However, a student who speaks well may not wish to outshine the others and will also remain quiet. American teachers have expressed frustration with getting teenagers to participate in class discussions. Japanese students tend to be very grade conscious; a strong motivator would be knowing that speaking in class constituted part of their grade.

Gender Distinctions

Traditionally there have been more pronounced gender role differences in Japan, although this has been changing: boys are expected to be more masculine, girls more feminine than their American counterparts. The sexes seem to have less in common and are "more opposite" than American boys and girls. They don't interact extensively in school. If a new student were assigned to a buddy of the opposite sex, it could seem as bad as having no buddy at all.

Speaking softly was traditionally a sign of gentility for girls—loudness was considered masculine or rude. Perhaps Japanese teachers are good lip readers, but in a U.S. classroom, this softness can make teachers and classmates impatient. Teachers may want to address this issue by creating speaking games. In one game, one partner is at a blackboard with his or her back to the other partner. That partner dictates letters from a common word, needing to project across the room.

Personal Interactions

Another cross-cultural challenge for American teachers with Japanese students is perceiving their feelings and desires. Japanese students can be adept at hiding their negative emotions; anger can seethe beneath the surface. They often do not ask for what they want and are surprised and annoyed when their needs aren't met by classmates or teachers. For example, they will allow others to have a turn at a game, expecting to be allowed a turn and not asking specifically. They may know an answer but not raise their hand in class, expecting the teacher to call on everyone equally.

As students go through the grades, teachers may see sharp personality changes: self-expressive, unself-conscious elementary school children mature into reserved teenagers. The personality is still there, and the child takes pride in being "unique" and having unique hobbies or skills. However, the student has learned to temper self expression with self control—a sign of maturity.

Americans tend to label Japanese as "shy." But it's more a matter of being reserved and having social skills that are not readily compatible with American

individualism. The difference between the two cultures leaves many Japanese teenagers unskilled at gaining access to a group of American friends. Since identity comes from one's group, this can lead to pressure for older students to drop out of an American school and attend a Japanese school if there is one nearby.

Teachers can encourage mainstream students to reach out to Japanese students. The problem of their having no free time to socialize after school complicates the situation since many Japanese attend after-school or weekend schools. "I don't know what I'd do with free time," said one Japanese teenager I interviewed. "I'd probably waste it." There may be very little time for social interactions, after school activities, sports, clubs, or games. Of course, this further restricts the building of a group feeling, since Americans tend to develop their group feelings outside of school, rather than in the classroom. In Japan, sports and clubs are scheduled parts of the curriculum.

Adjusting to the American Classroom

It may take a while for some Japanese students to become accustomed to American ways of participating in school—raising a hand for permission to speak, expressing a personal opinion, disagreeing with others' opinions, girls behaving aggressively and speaking loudly, boys willing to speak to girls, and to correct a teacher who misspells something on the blackboard. Moreover, the methods that American teachers deem effective and motivating may make serious Japanese students feel like they are playing games instead of learning. Parents may not understand language lessons that seem silly to them. There may be a stigma attached to attending ESL classes that are "too easy."

One instructional method that can be comfortable for Japanese students is cooperative learning—working in groups is pleasant for them. Yet, some students are apt to be passive when a teacher allows a class to form their own groups. They may be hurt when they are not included and often find themselves without a group. In addition, the inquiry and discovery of cooperative learning will be a challenge to Japanese students accustomed to a rote learning style that stems from factors such as large classes and the difficult task of learning *kanji* (Chinese characters, another of the writing systems used in Japan). Japanese students develop great skill at memorization and test taking. "Critical thinking" and "problem-solving" are not part of their early educational vocabulary.

Teachers should also keep in mind that the behaviors expected in American classrooms will put students in awkward situations when they return to Japan. The Japanese government has had to set up schools specifically for returnees to protect them from the social ostracism they experience from classmates and even teachers. As the Japanese proverbs states: "The nail that sticks up will be hammered down."

Pandemonium in the hall during recess at an all boys intermediate school in Japan.

Linguistic Challenges

Those who study English before they arrive may have a good grasp of grammar rules but may not be able to speak or understand the language, as their English teachers probably did not have oral mastery of English. English lessons, mostly grammar, vocabulary and reading begin in public schools in grade seven.

The Japanese language has only five vowel sounds, and they are similar to those of Italian. Each consonant sound is always followed by a vowel sound (except *n* which is a syllable unto itself). This makes it hard for Japanese speakers to distinguish the twenty-one vowel sounds of English. Consonant clusters present pronunciation problems, and there is a tendency to add a vowel sound between them, especially at the end of words. There is no distinction in Japanese for the l/r sounds and with older teenagers and up, special work must be done on these consonants. The same for the distinction between /f/ and /h/.

Syllables are equally stressed in Japanese words. This makes it difficult for Japanese to determine which syllable in an English word is accented. In fact, Japanese have difficulty determining what syllables are and assign a syllable to each consonant sound they hear. They may guess that "World Trade Center" for example has nine syllables, since their first pronunciation of it might be /wa ru do to ra do se n tah/.

Japanese must learn several sets of vocabulary—one set to talk about oneself and one's own family and a set of vocabulary items to speak to others about themselves and their families. While my mother is *haha*, your esteemed mother is *okasan*. Some words are specifically marked with the prefix *o/go* to show respect. These honorific forms in Japanese help speakers know their own and others' places in the scheme of things. A Japanese teenager may feel ill at ease in speaking to an American teacher using the same set of words used to speak to classmates.

Japanese sentence structure differs radically from English structure. Rather than subject-verb-object, the Japanese sentence usually omits the subject once it is understood by both parties in a conversation. There is no need for pronouns as we use them in English. The structure is then (object)-verb. The copulative verb has dozens of forms based on who is speaking to whom and is usually omitted in conversations between peers.

The parts of speech in Japanese do not correspond directly with English parts of speech—adjectives may have past forms, for example. Verbs and prepositional phrases may be used in adjectival forms. Where English uses adjective phrases and clauses after nouns, Japanese forms adjective phrases in front of the nouns. Thus, a phrase such as "the man with the yellow hat" becomes "yellow hat man" and "the girl who hit a home run" becomes "home run hit girl"

Rather than prepositions, Japanese has postpositions. "The cat is in the box" becomes "Cat box's inside in (is)." Japanese also has sentence particles that mark a topic (*wa*) a subject (*ga*) and object (*o*). They function much as the postpositions, occurring after the noun they mark. This creates an additional confusion. Since *is* is a very common word in

second position in an English sentence and *wa* is a common second position item in a Japanese sentence, there is a tendency to equate *is* with *wa*. This would cause a sentence such as, "Today is, I am go to party."

The differences in sentence structure mean that Japanese speakers will have a long and difficult task of learning English sentence structure. There are remedies. Teachers should read a lot to the students and give the students lots of enjoyable reading at their level. Memorizing chants and short dialogues allows the English word order to "work its way into the subconscious." Concepts of sentence structure should also be taught specifically.

Japanese lacks articles, so these won't be heard in English and consequently will be omitted from speech for a long time. After a few years of seeing their written work come back with articles entered and having their speech corrected, students will then tend to overuse articles for about the same length of time.

"Reading for pleasure" doesn't seem to be part of the vocabulary of older Japanese students. Assign a book, and they will read it, but it always seems to be "in order to write a report, take a test." Their lives are filled up!

Japanese seem to prefer to study vocabulary the "inefficient way," by memorizing lists. This often results in charming expressions in their writing since poor word choice is likely when the full connotation of a word is not learned, as it would be if vocabulary were picked up through extensive reading. However, studying enormous word lists does work for multiple choice tests such as the TOEFL.

The Japanese writing system is one of the most complex in the world. There are three sets of symbols. *Hiragana* consists of forty-six phonetic symbols, each symbol representing a complete syllable. Since many words in Japanese consist of a single syllable, there is ease in associating the written *hiragana* symbol with a sound and with meaning. There is a second set of forty-six phonetic symbols, which are used for foreign loan words, animal sounds, and a variety of other uses. These are called *katakana*. Starting in first grade, students will begin the task of memorizing *kanji* (Chinese characters), which are ideographs, not sounds. Students will memorize more than a thousand by the end of sixth grade. There may be something in the visual way *kanji* are memorized that helps Japanese students learn to spell English easily. They seem to take in the entire word as they learn it by sight. In fact, *writing* and *drawing* are the same word in Japanese.

Japanese who are literate in their native language seem to have little trouble learning to decode English and can often fool a teacher into thinking they understand what they are reading. It can be extremely slow process however to teach a preliterate Japanese child to read first in English. Students can come to prefer English to Japanese because of the ease of reading an alphabetically organized writing system. It can even become a struggle for them to maintain their studies in Japanese.

Japanese students face many great cultural and linguistic differences when they attend school in the United States. American teachers who take the time to understand these differences and take them into account when teaching Japanese students will have a much greater chance of successfully connecting with and instructing these students.

Elizabeth Claire, M.A., has been teaching Japanese students of all ages since 1975. She is the author of 18 ESL texts and teacher resource books and is the publisher of Easy English News, *a monthly newspaper for teenage and adult immigrants. She can be reached at eceardley@aol.com.*

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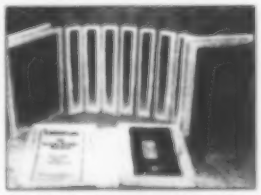

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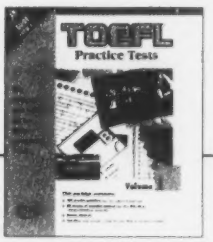

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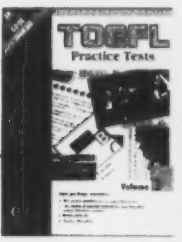

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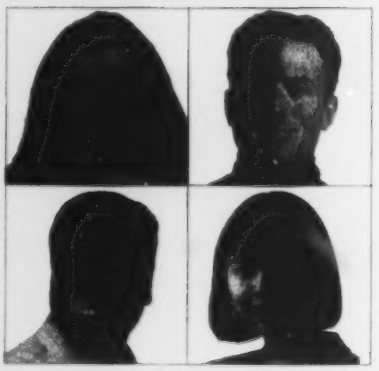

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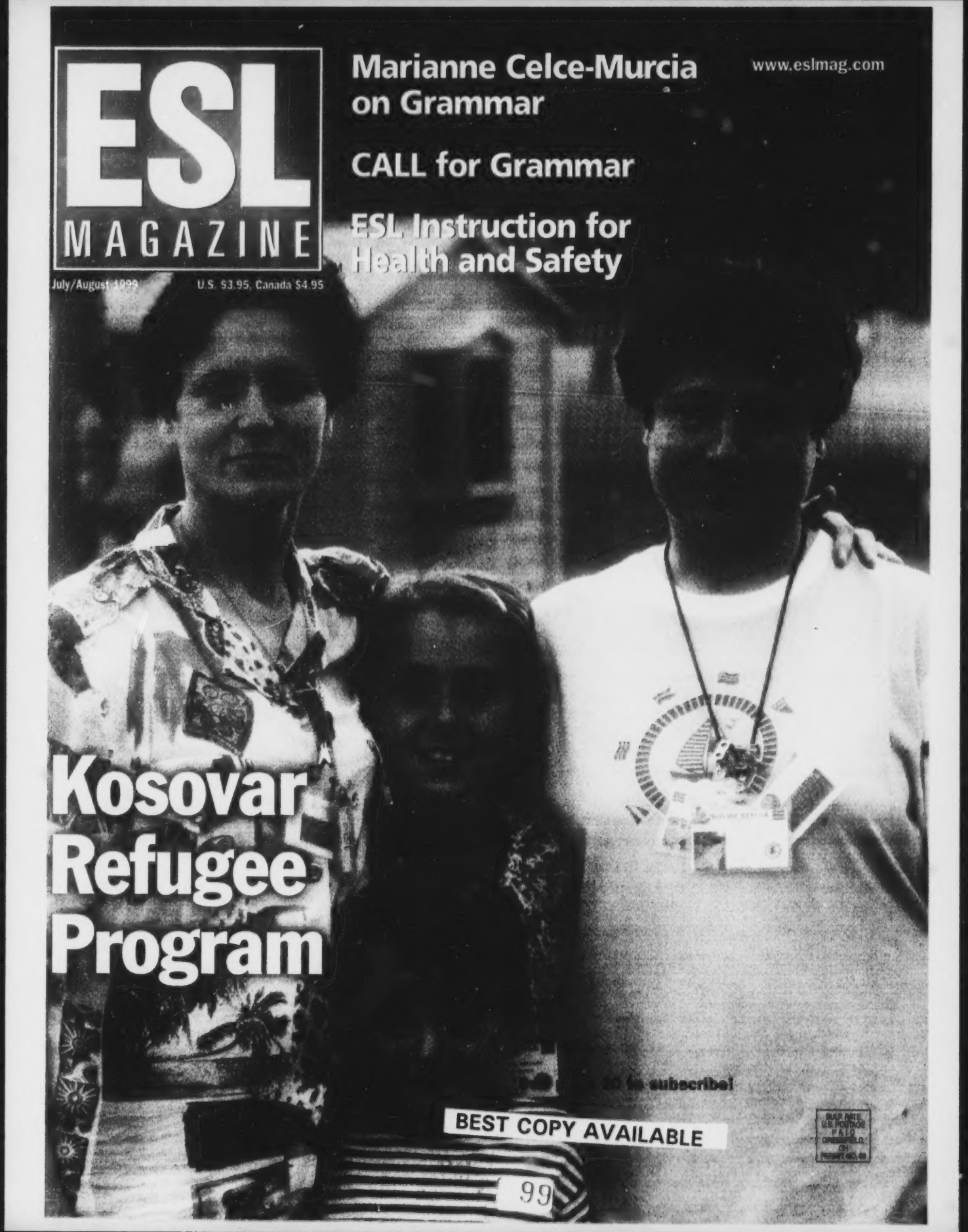
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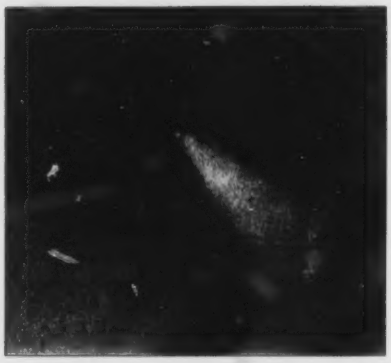

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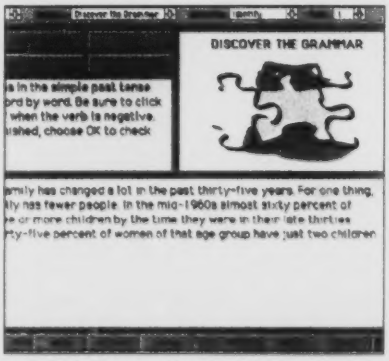

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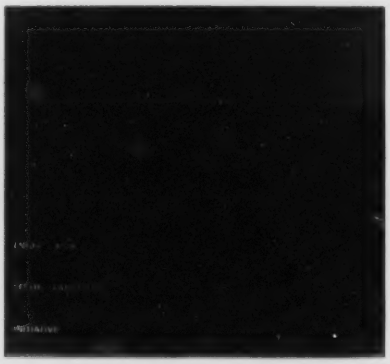

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Who's Reading *ESL Magazine*?

Tracy Henninger-Chiang *Editor of* The English Teacher's Assistant, *co-author of* Professional Presentations (University of Michigan Press), *and adjunct faculty member at Hamline University, St. Paul, Minnesota.*

***ESL Magazine* ONLINE! www.eslmag.com**

(Christine Meloni's Networthy is now online!)

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EDITOR'S NOTE

Albanian Kosovars Find Refuge

The end of summer is a time of transition in our profession. This fall, some of you may welcome ethnic Albanian Kosovars to your classrooms or communities. They have experienced great upheaval and transition in their lives this year. Peggy Seufert describes how Operation Provide Refuge first welcomed many of these refugees to the United States. She also explains how ESL teachers can fulfill their important role as language teachers and "cultural brokers."

Marianne Celce-Murcia highlights the differences between many grammar rules and how we actually communicate. She encourages teachers to evaluate the rules they teach in light of common usage.

Elizabeth Hanson-Smith gives a thorough review of approaches to teaching grammar that have been adapted for computer-assisted language learning. Of course, there is no "one size fits all" program, and she points out the advantages of having alternatives.

Perhaps the familiar expression "Run for your life!" should be restated "Read for your life!" Being able to read and understand English can be a matter of life and death. Nicole Barsamian explains how the Read-the-Label ESL Initiative and other health-related ESL programs can safeguard the health and well-being of persons with limited English proficiency.

We hope to expand our service to professionals in the ESL/EFL field with our new column, Employment Focus, by Thomas Nixon who will share information and advice related to employment.

We are happy to announce that Mary Lou McCloskey's article "Literature for Language Learning" in *ESL Magazine*'s November/December 1998 issue was a finalist in the 1999 national Ed Press awards as a "How-To" Feature.

Best wishes in the new academic year,

Marilyn Rosenthal

Marilyn Rosenthal, Ph.D.
Editorial Director

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Subscription Information
Introductory rate: 1 year, 6 issues, U.S.: $16.95, Canada/Mexico: $24.95, outside North America: $34.95. All prices in U.S. $ and must be paid in U.S. funds. To subscribe, fill out subscription form on page 30 (photocopy additional forms if necessary) and mail with payment to: *ESL Magazine*, 220 McKendree Avenue, Annapolis, MD 21401. Or fax subscription form with credit card information to 410-810-0910. Please call 410-570-0746 for all other inquiries.

ESL Magazine is published bimonthly by Bridge Press, LLC
220 McKendree Avenue
Annapolis, MD 21401
eslmagazine@compuserve.com
www.eslmag.com

ISSN: 1098-6553

ESL Magazine is abstracted and indexed with ERIC.

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Send letters to eslmagazine@compuserve.com or ESL Magazine, 220 McKendree Ave., Annapolis, MD 21401. Include your name and position or address.

Young Writers

▶ I enjoyed reading "ESL Writing: Principles for Teaching Young Writers." It occurred to me that many, if not all, of the stated principles are universal to students of any age. These principles clearly state that young ESL writers cannot learn in a vacuum, nor should they be expected to. All students should enjoy the writing process, but they need diversity, encouragement and self-confidence. Truly remarkable things can occur.

—LESLIE STEFANY
Crownsville, MD

Associations

▶ Thank you for your recent feature "The Importance of Associations for ESL Professionals." Understanding how associations are organized and focused helps us find the people who want to know more about our products and services. We always find *ESL Magazine* to be an excellent resource, and the last issue was another terrific example. Keep up the good work.

—ZANE CAPLAN
President, Royale Software

Japanese Students

▶ Elizabeth Claire's article on Japanese students attending American schools was most interesting. Having witnessed this same phenomenon as a public school administrator, I believe it raises several important questions: What is our responsibility to these children? What are we doing to prepare our teachers to meet the linguistic and general educational needs of Japanese students attending our schools? An extremely important fact that Ms. Claire does not address is that these sojourners, who will return to Japan with their families, neither assimilate nor have any desire to assimilate. They acculturate to greater or lesser degrees along a continuum that is different for each child. Factors that appear to impact this process include the child's personality, learning style, and her/his parents' attitudes toward the host culture. As informative as the article is, it fails—perhaps intentionally—to explore the complexities of acculturation.

—LINDA HARKINS, ED.D.
lharkins@pinn.net

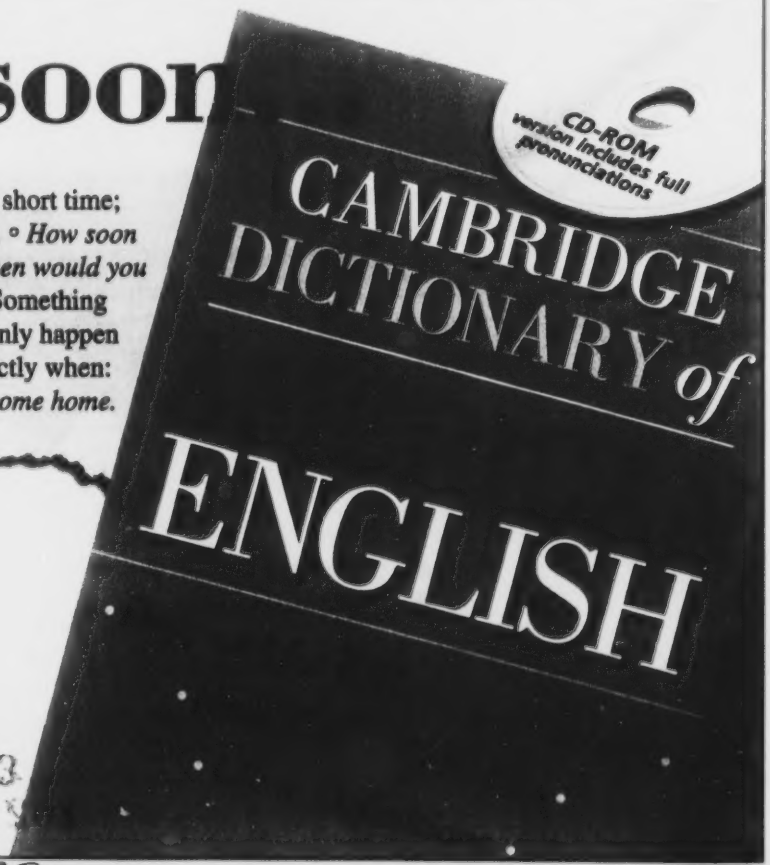
▶ In regards to the article written by Elizabeth Claire, I would like to express my appreciation and basic agreement with the contents. I lived and worked in Japan for ten years, including seven years of teaching English to Japanese business professionals and children, and my wife is Japanese. It is certainly true that Japanese who live and work or attend schools in the United States face diverse challenges, not the least of which is the English language itself. An understanding of how the Japanese tend to think about language, culture and so many other things is invaluable to any ESL teacher of this fascinating culture.

—PHILIP N. CARSON
Colorado Springs, Colorado

Correction of May/June 1999 issue:
NAFSA's membership is just over 8,300.
NAFSA's new address:
1307 New York Avenue, NW, 8th floor
Washington, DC 20005-4701
202-737-3699, www.nafsa.org

Coming soon

soon /su:n/ adv [*-er/-est* only] in or within a short time; before long; quickly • *We'll soon be there.* ◦ *How soon* (=When) *can we sign the contract?* ◦ *"When would you like to meet?" "The sooner the better."* • Something that will happen sooner or later will certainly happen in the future, although it is not known exactly when: *Don't worry, sooner or later the cat will come home.*



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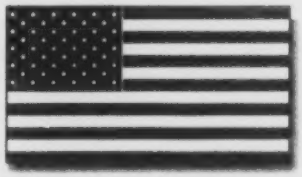
California's Proposition 227: A Year of Change and Debate

One year after California voters passed the statewide English-only education initiative, Proposition 227, adjustments and debate continue. The Institute for Research in English Acquisition and Development (READ Institute) has published abstracts on the changes including Kevin Clark's "From Primary Language Instruction to English Immersion: How Five California Districts Made the Switch," which describes the process of change in five school districts implementing Proposition 227. A summary of Clark's article is available at www.ncbe.gwu.edu/miscon-domo/newsline/1999/06/11.htm#5. Print copies are available from the READ Institute, 815 15th Street, NW, Suite 928, Washington, DC 20005; (202) 639-0167.

A critique of Clark's article by Jill Mora, Assistant Professor at San Diego State University, entitled "The READ Report on Prop. 227: A Transparently Political Document," appears online at http://www.ourworld.compuserve.com/homepages/JWCRAWFORD/moral.htm.

"California's Year on the Bilingual Battleground," an article in the June 2, 1999 issue of *Education Week on the Web* (www.edweek.org/), compares two elementary schools —one that maintains a bilingual program and one that moved to English immersion.

National Immigration Forum Report Published



The National Immigration Forum (NIF), an advocacy and education group in Washington, DC, recently published "From Newcomers to New Americans: The Successful Integration of Immigrants," which examines citizenship, English language acquisition, home ownership, and intermarriage as indicators of integration. The report states that data from the 1990 U.S. Census and other sources suggest that recent immigrants show a high level of assimilation across all four indicators, particularly English language acquisition. Within ten years of arriving in the U.S., more than three out of four immigrants reported speaking English "well" or "very well." Among immigrants who have resided in the U.S. forty years or more, only two percent reported speaking no English. An executive summary is available online at www.immigrationforum.org/fromnewcomers.htm. Copies of the complete report are available for $10 plus shipping from National Immigration Forum, 220 I Street, NE, Suite 220, Washington, DC 20002; (202) 544-0004.

Computer-based TOEFL: The First Year in Review

TOEFL computer-based testing (CBT), which was introduced in July 1998, has been progressing successfully in many ways. Students, teachers, and institutions have responded positively to improvements to the test, including new question types and an assessment of writing skills. Of the more than 700,000 tests TOEFL administered worldwide last year, approximately 300,000 were on computer.

TOEFL regularly reviews and, when possible, acts upon suggestions from students, teachers, advisors, and institutions by meeting with Sylvan Learning Systems, test center administrators, to discuss adjustments to the test administration policies and procedures. TOEFL has also increased international communications outreach by expanding the number of representatives who communicate on TOEFL's behalf overseas and by increasing participation in conferences, student fairs, and visits to institutions. TOEFL's overseas representatives regularly offer guidance on how to respond to the specific communications needs in other cultures.

As a pioneering effort, TOEFL CBT has undergone adjustments of the original testing plans. For example, supplemental paper-based testing has been introduced on a temporary basis in several countries and areas where accessibility to CBT centers is limited. A *Supplemental Bulletin*, which outlines the places where paper-based testing is available, can be downloaded from the TOEFL Web site or can be obtained from local educational advising offices.

This temporary reintroduction of paper-based testing has caused some people to wonder whether TOEFL is retreating from computer-based testing. This is not the case. Computer-based testing offers greatly expanded assessment possibilities and will continue to be the focus of TOEFL testing in the future. Further evidence of the commitment to computer-based testing is reflected in the extensive research being conducted as part of the TOEFL 2000 project, a plan that will lead to an enhanced computerized test with more communicative tasks.

In spring 1998 teachers requested a TOEFL Sampler CD-ROM that would be compatible with the Mac platform as well as PC. TOEFL responded by introducing a newly formatted CD in spring 1999. Over a half million Samplers were given away for free during the first year of testing. Starting this fall, TOEFL will distribute free Samplers in those areas where the computer-based test will be implemented in the year 2000. The Sampler can be also ordered or portions downloaded from the TOEFL Web site.

In addition, TOEFL is responding to requests from teachers and students for a computer-based practice test and hopes to introduce one in the year 2000. This product is intended to replicate the computer-based testing experience, including the display of unofficial score results.

Up-to-date information about TOEFL products and services—current and planned—are available at the TOEFL Web site at www.toefl.org. The Web site also allows visitors to sign up for the TOEFL Internet mailing list and receive periodic updates about how TOEFL CBT continues to progress.

—Gena Netten, Associate Program Director, TOEFL Program, Educational Testing Service.

The Second Pan-Asia Conference: Collaboration is Key!

The Second Pan-Asia Conference (PAC2) will be held at the Olympic ParkTel in Seoul, South Korea, October 1-3, 1999. The conference will promote further collaboration among English language professionals in Asia. Language associations and organizations, English language teaching publishers, teachers, researchers, testers, trainers and students are establishing alliances and programs, conducting cooperative research projects and initiating cutting-edge ventures in Asia. The main speakers at PAC2 will include Dr. Suntana Sutadarat, Penny Ur, Michael McCarthy, Claire Kramsch, Kathleen Bailey, and Kensaku Yoshida.

On Friday, October 1, a marathon on 400 acres of rolling hills surrounding the site will attract hundreds of runners to Friday's opening event. On Friday afternoon, Korea TESOL collaborates with Teacher Training Institute, International, a department in Hyundae Yong-O-Sa Company, Ltd., in Seoul to offer pre-conference workshops for secondary and elementary teachers. Friday's program concludes with a reception and "A Taste of Asia," a program highlighting the special flavors—kimchi, sushi, lemon grass, or sweet 'n sour—brought to PAC2 by the initial PAC participants (Korea, Japan, Thailand and Taiwan).

Focus on Materials, directed by Chris Doye of Nagoya, is the main Saturday morning event. This informal, "grass roots" group has three aims: to share and distribute materials produced by teachers or learners for Asian learners of English; to provide a forum for issues relating to materials development and research in the context of Asian learners; and to establish a network of people who want to collaborate on materials development or research. Plans to publish a collection of these teacher-produced materials are being made by the JALT Material Writers' Special Interest Group.

Focus on Research, the Saturday afternoon program, is introduced by "PAC2 Explorations Through Video" and features 15 concurrent sessions on action research throughout Asia. Presenters come from Bangladesh, Malaysia, the Philippines, Thailand, Japan, Korea, Taiwan, Great Britain, Hong Kong and Singapore.

Throughout the three-day conference, the Asian Youth Forum will bring together young people from Asia in a program including cross-cultural workshops, a speech contest, an international Internet writing forum, seminars on Asian stereotypes, language learning, sightseeing, school visits, and homestays.

The Olympic Peace Park near the conference site features 200 sculptures by artists from 66 nations. Perhaps Amara Mohand's statue of two heads bending toward each other entitled "Two Beings in Dialogue" best communicates the collaborative spirit of the Second Pan-Asia Conference.

—Jane Hoelker, PAC2 Public Relations Chair; hoelkerj@hotmail.com; PAC2 Web site: www2.gol.com/users/pndl/PAC/PAC2/PACstart.html

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American Academy Kaplan Forms in Poland

Kaplan Educational Centers and the American Academy of English (AAE) have formed a partnership to offer Kaplan's English language and test preparation programs at AAE's eight centers throughout Poland. Under the new name American Academy Kaplan, AAE's centers will join Kaplan's international network of locations. American Academy Kaplan will open new centers throughout Poland in the year 2000 and beyond in Warsaw, Krakow and other major cities. Beginning this fall, America Academy Kaplan will provide Kaplan's English language and test preparation programs for the TOEFL and TOEIC. American Academy Kaplan will offer Kaplan's professional English programs to AAE's corporate clients and to professionals. Classes will be taught by Kaplan teachers and will use computer labs in each center offering computerized practice exams under simulated test-taking conditions.

In addition, American Academy Kaplan will serve as a representative for Kaplan's U.S. programs and as a distributor for more than 100 book titles published jointly by Kaplan and Simon & Schuster.

AAE will continue to offer document translation, language travel agent services for English schools in the U.K., youth summer camps in Poland, and a two-year professional college teaching English and Business.

Kaplan currently has overseas centers in Korea, Japan, France, the United Kingdom, Spain, China, Panama, Singapore, Brazil, Colombia, Hong Kong, Saudi Arabia, the Philippines, Thailand, and Taiwan. Kaplan is a subsidiary of The Washington Post Company and a sister company of Newsweek.

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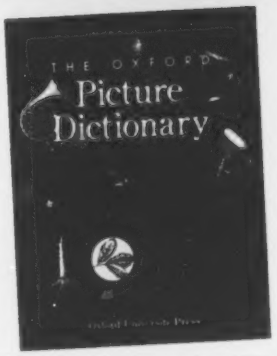

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Conference Calendar

August

- 21-22 **Paraguay TESOL**, Paraguay. Contact Stael Rufinelli de Ortiz, staelins@mmail.com.

September

- 9-11 **Carolina TESOL**, Southern Pines, North Carolina. Contact Linda Higgins, 919-774-6226.
- 17-19 **Panama TESOL**, Panama City, Republic of Panama. Contact Marcela Peart Dickens, 507-221-9952.

October

- 1-3 **Pan-Asia Conference**, Seoul, South Korea. Contact Jane Hoelker, hoelkerj@hotmail.com.
- 8-11 **Japan Association for Language Teaching** (JALT'99) Contact jalt@gol.com.
- 8-9 **TexTESOL IV**, Houston, Texas. Contact Sara Anderson, 281-293-8466.
- 9 **TexTESOL V**, Coppell, Texas. Contact Rogelio Chavira, 915-831-4053.
- 10 **Virginia TESOL**, Williamsburg, Virginia. Contact Leslie Bohon, 840-693-9319.
- 14-16 **New Mexico TESOL**, Las Cruces, New Mexico. Contact Bob Weissberg, 505-646-4428.
- 15-16 **Mid-America TESOL**, Iowa City, Iowa. Contact Jeanne Angel, jeannea@waterloo.k12.ia.us.
- 15-17 **Society of Pakistani English Language Teachers**, Karachi, Pakistan. Contact Mohsin Tesani, server@clifton1.khi.sdnpk.undp.org.
- 15-17 **New York State TESOL** Melville, New York. Contact 212-678-3074.
- 16 **Michigan TESOL**, Ann Arbor, Michigan. Contact Alan Headbloom, 517-832-3400.
- 16 **Washington Area TESOL**, Fairfax, Virginia. Contact Cynthia Carlson, 301-649-2860.
- 22-23 **Minnesota TESOL**, St. Paul, Minnesota. Contact Bonnie Fulton, 651-962-5990.
- 22-23 **Ohio TESOL**, Euclid, Ohio. Contact Gloria Gillette, 216-261-7076.
- 23 **TexTESOL II**, San Antonio, Texas. Contact Chris Green, 210-684-8180.
- 23 **Indiana TESOL**, Indianapolis, Indiana. Contact Trish Morita-Mullaney, 317-823-5446.
- 29 **Oregon TESOL**, Portland, Oregon. Contact John Sparkes, 503-977-8012.
- 29-31 **Egypt TESOL**, Cairo, Egypt. Contact Deena Boraie, cdc@intouch.com.

November

- 4-6 **Southeast Regional Conference**, Birmingham, Alabama. Contact Julia Austin, jaustin@provost.uab.edu.
- 5-6 **Wisconsin TESOL**, Madison, Wisconsin. Contact Helaine Kriegel.
- 5-6 **Oklahoma TESOL**, Midwest City, Oklahoma. Contact Marilyn Beaney, mbeaney@ms.rose.cc.ok.us.
- 5-6 **Washington Association for the Education of Speakers of Other Languages**, Issaquah, Washington. Contact Frederic O'Connor 509-335-6675.
- 5-6 **TexTESOL State Conference**, El Paso, Texas. Contact Rogelio Chavira, 915-831-4053.
- 11-13 **Puerto Rico TESOL**, Ponce, Puerto Rico. Contact Carmen May, 787-786-2885 x2283.
- 11-13 **English Teachers Association-Republic of China**, Taipei, Taiwan. Contact Johanna Katchen, katchen@fl.nthu.edu.tw.
- 11-13 **Colorado TESOL**, Longmont, Colorado. Contact Larry Fisher, 303-492-2490.
- 13-14 **English Teachers Association of Switzerland**, Lugano-Trevano, Switzerland. Contact 032 621-5453.
- 13-14 **St. Petersburg English Language Teachers, Association**, St. Petersburg, Russia. Contact Tatiana Ivanova, tivanova@i2705.spb.edu.
- 13 **TESOL Scotland**, Glasgow, Scotland. Contact Mahnoor Sultan Campbell, mahnoor-cam@aol.com.
- 22-24 **English in Southeast Asia**, Singapore. Web site: http://www.soa.ntu.edu.sg:8080/ell/4ESEA.htm.
- 25-27 **TESL Ontario**, Toronto, Ontario, Canada. Contact Renate Tilson, 416-593-4243.
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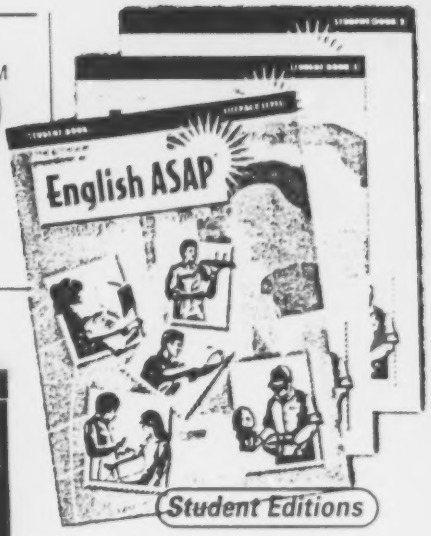

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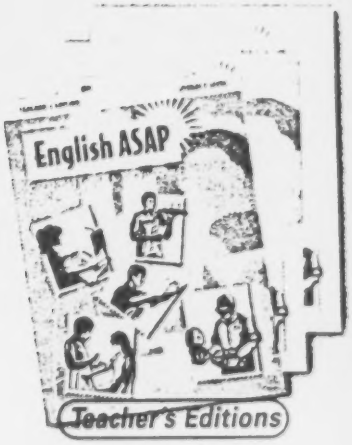

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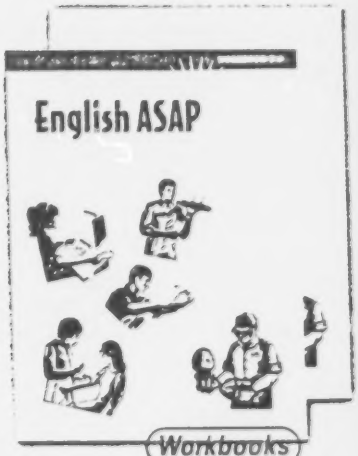

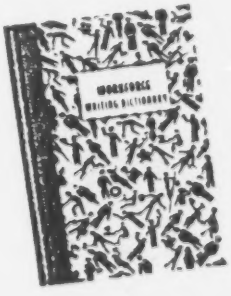

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The U.S. Kosovar Refugee Program: Operation Provide Refuge

BY PEGGY SEUFERT

"We're a little nervous about going home. We don't know anything about our family or our house since the phone lines have not been restored. We'd like to come back to the USA—not as refugees, but as tourists." Albanian Kosovar family in Virginia

After months of horrific stories and pictures of ethnic Albanians fleeing Kosova, the media focus is shifting, and these refugees no longer occupy all the headlines and news reports. Yet, for the ethnic Albanian Kosovars in ESL classes across the United States, the story is not over and the physical, financial, and emotional losses are still in the forefront. Fortunately, most of the Kosovar refugees will survive and even thrive like millions of other refugees and immigrants who have been torn from their countries due to war and internal strife. But unlike other refugee groups who have come to the United States before them, the Albanian Kosovars who came through Macedonia on U.S. government funded flights during May, June and July have the option of returning home with a ticket paid for by the U.S. government.

Cultural Close-up

For many of the Albanian Kosovars, the decision to return will be easy, especially for those who are older. The Albanians are justifiably a very proud people with an intense sense of family cohesion and nationalism. They all seek to be reunited with their families, which tend to be larger, especially in rural areas, than those of other ethnic groups in the region. And they yearn to know what is left of their homeland and their former way of life.

When asked to describe the ethnic Albanian people of Kosova, one recent émigré said that although 95% are Muslim, they are secular in terms of most religious practices and dress, but they do not eat pork. They can be described as an entrepreneurial people because private business was allowed in Yugoslavia and because they often had to live by their wits when they lost their jobs after 1989 as Serbia denied autonomy to Kosova. They are a "coffee culture" that loves to sip tea or coffee and discuss politics and family. Ethnic Albanian folklore is kept alive through music, songs, poetry, and dance. And like people from most countries, they idolize their national heroes such as Skendergbeg (the military leader who fought off the Ottoman Turks), Ismail Quamajl (who proclaimed Albanian independence), Ismail Kadere (the writer nominated several times for a Nobel Prize for Literature) and Fan Noli (leader of the Albanian Orthodox Church, literary critic, intellectual and politician).

Equally important to note is that the ethnic Albanians are a sensitive people. One must be careful in how things are said in order not to offend. When asked for examples of this sensitivity, one cultural informant said the Albanian Kosovars think highly of President Clinton because "he pronounces the name of the province correctly." *KoSOva* with the stress on the second *o* is the Albanian name for the province. *KOsovo* with stress on the first *o* is the Serbian name for the province.

Although linguists note some Slavic borrowings in the Albanian language spoken by the Kosovars, this group may be offended when they are called "Slavs" or their language "Slavic." And even if they once studied the Serbo-Croatian language and had friends and colleagues who were Serbs, most will not want to use any Bosnian-Serbian-Croatian translations even when there is no Albanian translation available.

Compared to people from other Eastern bloc countries prior to 1989, the Yugoslavs had more access to western culture, events, thought, and popular media. They were able to travel, read and listen to foreign correspondents, and keep up with popular trends in Europe and other parts of the world. The people of Kosova living in cities and towns were widely exposed to western languages and ideas through print media, television, movies, and radio. Both movies and television were subtitled so that people regularly heard other languages spoken and were aware of international issues and styles. In the 1990s contact with English was intensified with satellite television, computers and, more recently, the Internet.

Employment and Education

The constitutional changes of 1989 led to more Serbian authority in Kosova and less autonomy for the Albanian majority of Kosova, especially in education and employment. Although faculty and students in schools and at the university level maintained the hope that Albanians would not be expelled or fired, they noted that all decisions were being made by Serbs. Slowly,

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one-by-one, faculty were dismissed under the claim that they were not recognizing the administration. By 1990-1991, Albanian students were no longer allowed in universities and were forced to improvise with "an underground university." Similarly, high schools (equivalent to grades 9-12) were closed to Albanians who continued their education quietly in makeshift classrooms in their homes. In the primary grades (equivalent to grades 1-8), Albanians were allowed to study but in separate spaces or during different shifts (for example, after 5:00 p.m.).

Ethnic Albanians were no longer allowed to practice their professions. People with degrees struggled to make a living. Some professionals even became vendors; they became very imaginative to earn a living. A 43-year-old Albanian Kosovar in Brooklyn described his experience: "I was an auditor. I had a good business. I was well-known. I had a nice house, and we could buy things until 1989. Then I started doing odd jobs. I was lucky I could do bookkeeping. Now, I have nothing but financial difficulties."

This Serb control was just part of the history of conflict that has brought thousands of Kosovar refugees to the United States.

Over 4,000 refugees of all ages were assisted by Operation Provide Refuge.

A Unique Refugee Program—Operation Provide Refuge

From May 5 to July 9, 1999, the Military Training Center at Fort Dix, New Jersey, became the site for Operation Provide Refuge. In response to the critical situation in overcrowded asylum camps in neighboring Macedonia, the U.S. government agreed to airlift thousands of refugees to the United States. Approximately 13,000 Albanian Kosovars came to the United States from Macedonia. Four thousand forty-two passed through Fort Dix while the others, most of whom had relatives in the United States, traveled directly from Macedonia to their new homes in 40 states across the country including New York, New Jersey, Pennsylvania, Illinois (Chicago), California, Texas and Florida—places with both large and small immigrant communities.

The Department of Health and Human Services Office of Refugee Resettlement (ORR) coordinated this large refugee processing center so that Immigration and Naturalization Service (INS) interviews, security and medical screenings, and educational programs could be initiated while sponsoring communities were identified and preparations made. Whereas refugee processing overseas typically takes four to six months or longer, the staff at Fort Dix (ORR, Army and Airforce, Immigration and Refugee Services of America, U.S. Public Health Service, INS, etc.) worked diligently to complete processing within 19-21 days. Everything became condensed with literally thousands of volunteers (e.g., Red Cross, Joint Voluntary Agency, Albanian Americans, active and reserve military personnel, high school students, teachers on summer break, retired people, etc.) providing as much assistance and language input as possible. The outpouring of good will and donations exceeded all expectations. An Albanian Kosovar in Virginia explained, "When I return to Kosova, I will tell people about how humane and hospitable the Americans were. I had no problems."

Airlift planes landed at nearby Fort McGuire and the refugees were transported by bus to the "Arrival Processing Gym" where over 400 people were heartily welcomed, interviewed, offered sandwiches and water, and then photographed and fingerprinted within a few hours.

After picking up their few possessions, families with children received strollers and everyone received a picture ID card before moving into their temporary housing. Each family unit of four was provided a room in one of the dormitories, which also offered rooms for prayer, play, television, laundry, clothes distribution, and security on the ground level. Meals were taken in a large cafeteria-style dining hall which was located next to the health clinic. With just a two-minute walk, refugees could visit the Internet computer lab, the multi-denominational religious center, numerous playing fields, and the "Arrival Gym" where people anxiously gathered to scan the faces of new busloads of refugees to find even one familiar face.

Much of life revolved around processing routines and long conversations at the picnic tables throughout the "Village," as Fort Dix became known. Every so often one could hear chimes and see children running to the

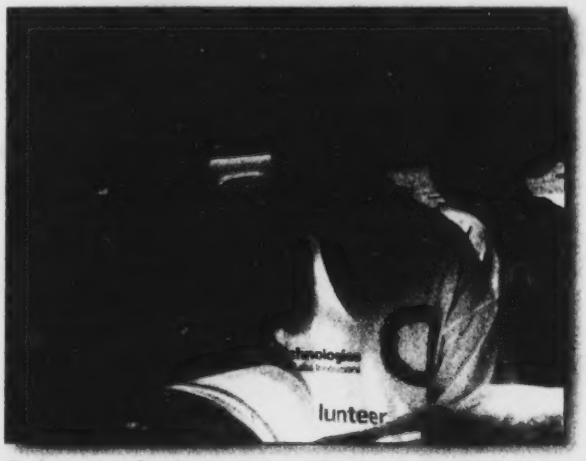
ice cream trucks delivering donated treats. The ever present Red Cross Volunteers circulated and provided first aid as well as snacks and water. As the number of Kosovars increased, additional housing was established in the "Hamlet" a short bus ride away. Although security was evident with military check points at every entry and exit, the snow fence perimeter was not too menacing. The American military personnel represented a mix of genders, races, and backgrounds and served not only soldiers, but also as friends, tutors, coaches, distributors, and mediators.

The ESL Program

Within ten days of the arrival of the first plane from Macedonia, staff from the Spring International Institute of Denver, Colorado, began offering ESL classes to children and adults in either the playrooms or television rooms located in each building. At any given time, eight to ten two-hour classes were being held. With a paid teaching staff of eight and over 32 volunteers recruited largely through Burlington County College, there were between 20 and 130 classes being offered each day, reaching almost half the Kosovars who passed through Fort Dix. During the peak week, there were 1,300 adults, teens, and children attending ESL classes. Staff noted that women found it more convenient to attend ESL classes in the same room as their children. Although attendance was not mandatory, many refugees (especially the children and young adults) came to class five days a week until they departed for their resettlement sites elsewhere in the United States.

The ESL curriculum focused on the basic language the refugees would need during their initial month of resettlement. The children's curriculum was modeled after elementary school ESL curricula and included songs, games, drawing, role playing, and reading from donated children's books. For the adults, the content included the following functional tasks in a variety of contexts:

- Greeting people, making introductions and small talk;
- Requesting clarification and responding to requests for clarification;
- Being interviewed (asking and answering questions) and completing forms at social service offices, schools, health centers, workplaces, etc.;
- Asking and answering questions and describing health problems;
- Getting around a community by public transportation and following directions;
- Making emergency phone calls using pay phones and phone cards;
- Shopping for food, clothing, household items, hygiene and cleaning supplies;
- Reading schedules for work, transportation, and store of office hours of operation;
- Making appointments for medical visits, job interviews, etc.



Refugees and volunteers consult a book that lists family departures from Fort Dix.

Cultural Orientation Program

An introduction to life in the United States was provided through the Cultural Orientation Program as part of the processing for resettlement in the United States. Over 1,000 people representing 70% of the families attended either the six- or nine-hour orientation program that was conducted in Albanian over two to three days during the week prior to each family's departure from Fort Dix.

The trainers used a combination of lecture and participatory methods so that essential information was conveyed and refugees had the opportunity to process information and ask questions. For example, one activity asked groups to create a budget for a family using what they had learned about wages, rent, utilities, food and other costs. As the language trainers noted, the Kosovars displayed no reluctance to working in groups and actively participating. When asked why the Kosovars appeared to accept group work more readily than people from other countries, a Macedonian-Albanian linguist trained at Pristina University in Kosovo said that language teachers had been using "western or more learner-centered" approaches even in the 1980s. However, she noted that although Albanians enjoy and work well in groups, decision making and consensus building are extremely difficult.

Kosovars in U.S. ESL Classrooms

As of mid-August 1999, approximately 10% of the Albanian Kosovars have elected to return home. It is anticipated that up to 30% will eventually return as the situation in Kosova improves. As the remaining Kosovars settle across the United States, either temporarily or permanently, ESL teachers will serve them in their classrooms both as language instructors and as cultural brokers helping refugees navigate local systems and adjust to their communities.

Kosovars will bring a rich linguistic background to the classroom. Prior to 1989, Serbo-Croatian was the official language of Yugoslavia and was regularly taught in schools. Albanian-speaking students, therefore, became accustomed to both the Cyrillic alphabet of Serbo-Croatian and the Latinate alphabet of Albanian. And as in many European countries, foreign language instruction (usually French, English or Russian) started during the fifth year of primary school and continued throughout high school.

Albanian is a phonemic language with 36 letters representing 36 sounds. When learning English, Albanian speakers have the advantage of being familiar with many of the sounds that often cause problems for other learners. For example, Albanian has both the [f] and [v] sounds, [sh] and [ch] sounds, and even the [th] sounds. However, Albanian-speaking students will struggle in distinguishing the [w] and [v] sounds. Many of the teachers

who taught at Fort Dix laughed when asked about pronunciation problems among the Kosovars, saying, "The students have few problems; it's the teachers who struggle trying to pronounce their names!"

Coming from an educational system that values rule memorization, the Albanians learn grammar with relative ease and have few difficulties due to language transfer. Teachers will note that vocabulary is learned easily as there are a fair number of cognates with other languages. Many of the younger refugees will have studied English and picked up a great deal through the media. On the other hand, many of the adults over 50, especially those from more rural areas, will not have had the same exposure. The older generation may also be somewhat intimidated by returning to the classroom after so many years and being seen as struggling by the younger generation.

Albanian-speaking students will not be familiar with articles (a, an, the), which are difficult for beginners and often used incorrectly even by more proficient Albanian English speakers. Likewise, since word order is not as critical in Albanian, teachers might note students struggling with sentence structure and word order especially in their written work.

Another learning challenge for Albanian speakers might be the use of auxiliaries in forming questions and negative sentences. For example, it is not uncommon to hear a learner saying something like "Did you went to the movies last night?" And similar to many other learners, the Kosovars will often confuse word order in noun phrases and produce sentences such as "I have appointment clinic 10:00 Wednesday." They will need practice using cuissenaire rods, scrambled sentences or other activities focusing on word order.

Beyond Teaching Language

In addition to teaching language, ESL teachers will also need to assist refugees in other aspects of their transition. During a refugee's first year in the United States, there are many emotional ups and downs. Adjusting to a completely new way of life is very difficult. Many refugees struggle with

About U.S. Refugee Resettlement Programs

Refugee Status

According to the United Nations High Commissioner for Refugees (UNHCR), there are approximately 23 million refugees and internally displaced people in the world. An estimated 850,000 ethnic Albanians fled Kosova during the war in the spring of 1999.

"A refugee is someone who has fled across a national border from his or her home country, or who is unable to return to it because of a well-founded fear that he or she will be persecuted for reasons of race, religion, nationality, political opinion or for being a member of a particular social group." Refugee status for Kosovars was initiated in late April 1999. As conditions in Kosova remain tenuous, the refugee program for Kosova remains in effect. UNHCR estimated that nearly 90% of the ethnic Albanians had returned to the Serbian province as of August 4, 1999.

Eligibility for Resettlement

Refugees are processed in four steps: refugee interview and screening; security check; medical check and sponsorship (family petition or voluntary agency); and admissions inspection. The U.S. Department of State has developed a system of processing priorities based on information from the UNHCR and referrals from U.S. embassies. Joint Voluntary Agency representatives conduct pre-screening interviews in many parts of the world and then prepare cases for submission to the U.S. Immigration and Naturalization Service (INS). Simultaneously, overseas staff conduct security and medical checks while U.S. refugee programs identify sponsors for each refugee family. INS then makes the final determination of refugee status and admissibility to the United States refugee program.

Whenever possible, refugees are reunited with their families who agree to provide sponsorship. For refugees without relatives or close friends in the U.S., the volunteer agencies (VOLAGs) will identify a local resettlement program that has agreed to be the sponsor. These programs work with community groups to provide support to the newly arrived refugees (e.g., donations, tutoring, transportation, rent assistance, etc.).

Responsibilities of Local Resettlement Programs

The local resettlement programs are responsible for providing all essential services for the first 30 days. They receive a designated amount of money and rely heavily on other sources of assistance from the community. Services include:

- Opening a case management file with complete family history and copies of all documents;
- Providing housing with basic furniture, clothing, and supplies, which are often "second hand" donations;
- Providing basic orientation to living in the United States and local community;
- Making sure that local medical screening requirements have been met and any needs for follow-up care are noted by local health services;
- Enrolling children in school and registering persons 18 and over in adult education classes (usually ESL);
- Referring or taking refugees to the various offices to apply for Social Security Cards, Refugee Medical Assistance, Food Stamps or Vouchers (if available). If a refugee is "unemployable," the resettlement program will help them apply for Refugee Cash Assistance, Temporary Assistance for Needy Families (TANF) or Supplemental Security Income (SSI) for those who are over 65, blind or disabled.
- Enrolling adults (18 or over) for employment assistance, which includes counseling, application and interview assistance, and referrals. Most refugees' first jobs in the United States are entry level until they have sufficient English and a work history. Refugees with professional degrees often have to work for years while they "re-train" and become recertified. The goal is "early self-sufficiency" and is based on the belief that it is best for refugees to enter the U.S. workplace as soon as possible and study English simultaneously. By working, refugees learn not only the language but also gain employment experience that will allow them to move into better jobs. Working promotes self-reliance and independence.

Refugee programs continue to provide support services and referrals to the refugees for six months, and some programs will have additional funding so they can provide financial support beyond the first 30 days.

diminished status or shifts in familiar roles. For example, children may become adept at living in the United States more quickly than their elders and are sometimes thrust into roles as translators. Women often get jobs outside the homes for the first time in their lives and may even earn more money than their spouses. Medical doctors may have to take jobs as health care aides or nursing assistants.

Of course, past experiences and doubts about the future will also be sources of emotional stress. For many refugees coming from formerly communist countries or "welfare states," it can be quite stressful having to take risks and live in a competitive society surrounded by tempting, expensive consumer goods.

The question of returning to Kosova or staying in the United States will weigh heavily on the refugee's minds. Sometimes one family member will return to look for the rest of the family, so they will have legal questions regarding travel. Usually a local resettlement agency has the information, and they will continue to provide counsel (and sometimes financial assistance) after the agency's 30-day obligation has been met. An ESL program should actively collaborate with local community agencies (who often have bilingual staff) to help the refugees connect with employment training, counseling, and transportation and childcare providers.

One concern of refugees is their desire to provide a better future for their children.

Finally, refugees usually have financial concerns that can be addressed in the ESL classroom through units on community services, shopping, budgeting, job advancement, etc. Another concern of refugees is their desire to provide a better future for their children, so they will have many questions related to education, safety, and health care.

Effective teachers will work with the students to identify their needs and goals and then prepare activities, readings, trips, projects and guest speakers to bring the community into the classroom as well as help refugees take part in their new communities. In addition, a focus on the basic language skills that the refugees can immediately put to use in their daily lives will provide early success using English and promote continued learning and emotional well-being.

Peggy Seufert (Center for Applied Linguistics) gratefully acknowledges the assistance of Lindita Imami and Kosovar friends, and staff from the Spring Institute, Immigration and Refugee Services of America, and the U.S. Catholic Conference / InterAction Cultural Orientation.

Recommended Reading

▶ *Kosovo: A Short History* by Noel Malcolm is a serious book but enjoyable reading. Malcolm provides good historical data and cultural connections.

▶ *The Albanians* by Edwin Jacques begins with the Ilyrians in 168 B.C. and brings the reader up to the 1990s with Sali Barisha, former president of Albania.

Recommended Web Sites

Several great Web sites offer a range of information about the Kosova crisis, history, culture, language and religion, U.S. refugee policy response, and advocacy networks.

News and Refugee Assistance

▶ The U.S. Agency for International Development (USAID) site provides information about crises, press releases, and a list of nongovernmental organizations to contact if you would like to help and links to other sites.
http://kosovo.info.usaid.gov

▶ United Nations High Commissioner for Refugees (UNHCR) has statistics and reports on Kosova as well as background information on refugees and asylum seekers from Kosova.
http://unhcr.ch

▶ Kosovo Crisis Center was recently created by Albanian students and professionals and has updates from the U.S. and international press, culture notes, links, and even a family tracking research tool. http://www.alb-net.com

▶ International Crisis Group includes projects and reports about Kosova. See projects in the southern Balkans, especially the Kosova spring report. http://www.crisisweb.org

▶ Institute for War and Peace Reports: Balkan Crisis Reports has a log of articles. The April 29/Issue 26 has a story by Armend, a young refugee, and ideas for teaching people about the crisis and refugees. http://www.iwpr.net

▶ Center for Applied Linguistics/Refugee Service Center provides information on refugees and cultural orientation and has links to voluntary agencies and other groups serving refugees. http://www.cal.org

Language and Teaching Web Sites

▶ Albanian language, vocabulary and dictionaries:
http://www.albania.co.uk
http://www.facstaff.bucknell/edu/rbeard
http://www.languages-on-the-web.com/links/link-albanian.htm
http://www.cali.gov/resource/language/alblr000.htm

▶ Homework Central features Kosova in May 1999 with a range of information related to the conflict, culture, history, language, religion, etc.
http://www.homeworkcentral.com/top8/spotlight/kosovo

▶ Albanian Home Page provides a broad range of information about Albanian people, history, culture, language with maps and a virtual tour of beautiful sites.
http://albanian.com/main

▶ Global Information Networks in Education (GINIE) offers information on education under emergency situations, peace and reconciliation, and "ReliefWeb." See the great links to "hot" refugee issues. http://ginie.sched.pitt.edu

▶ The Spring Institute for International Studies provides ELT technical assistance to refugee programs. See the great materials related to ESL programs, teaching and mental health. http://www.springinstitute.com

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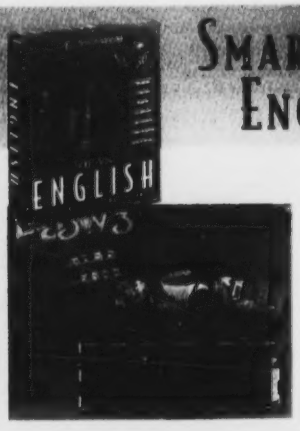

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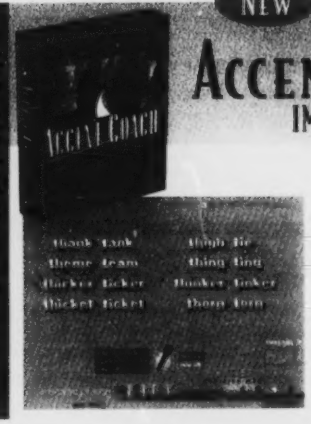

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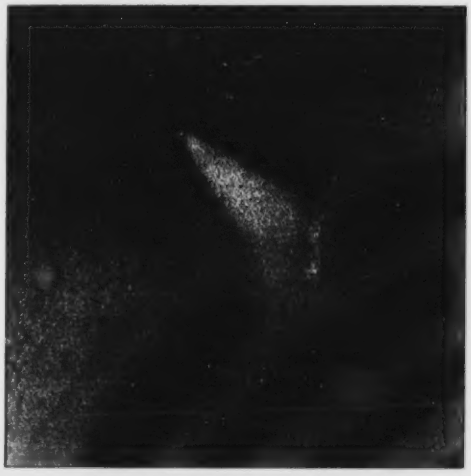
RULES AND REALITY:
Prescriptive vs. Descriptive Grammar

BY MARIANNE CELCE-MURCIA, PH.D.

Many rules of English grammar presented and taught in the EFL/ESL classroom are prescriptive rather than descriptive. Prescriptive grammar rules state what grammatical tradition or self-appointed "experts" instruct users of English to do. Descriptive rules state what native speakers of English (or other users of English) actually do when they speak or write for purposes of communication.

There are many cases where an established prescriptive rule of English grammar conflicts with the descriptive facts, and these have implications for the teaching of grammar and training of teachers. (See Celce-Murcia and Larsen-Freeman for many additional cases, 1999).



Rules vs. Reality:
Three Cases in Point

1. The reciprocal pronouns *each other* and *one another*

Many grammar texts state that the choice between *each other* and *one another* depends on the number of participants: When there are two participants, use *each other*; when there are three or more participants, use *one another*.

When Amundson (1994) looked at tokens of these two forms occurring in spoken and written English, she found that an explanation based on the number of participants was untenable since she had several tokens where *one another* occurred with two participants and many tokens where *each other* occurred with three or more participants.

Based on her data, she came to the following conclusions instead:

a) *One another* is much more likely to occur in written than in spoken discourse, whereas *each other* occurs freely in both spoken and written discourse.

b) *One another* is highly likely to occur with human (or human-like animate) participants, whereas *each other* regularly occurs with inanimate participants, e.g., *The examples he cited had nothing to do with each other.*

c) *One another* occurs more frequently in moral discourse than in other genres: "Try to respect one another more and to communicate better." (from a transcribed marital counseling session); "I give you a new commandment; love one another as I have loved you." (New English Bible, John 13:34)

d) *Each other* occurs much more frequently overall and is used with greater flexibility than *one another*, with the result that some native English speakers use *each other* to the exclusion of *one another*, i.e., *one another* may soon represent archaic usage.

2. The modal *can* vs. simple present tense with verbs of perception and cognition

Reference grammars have long stated that there is no difference between the use of the modal *can* and use of the simple present tense with verbs of perception and cognition in sentences like these: *We (can) see your point* and *I can't/don't believe it!*

In other words, if the above rule is true, users of English consider *can* and the simple past tense to be in free variation in sentences like these, and it doesn't matter which form they choose.

When Park (1993) examined a large number of transcribed conversations, she found that with verbs of perception and cognition *can* or *can't* was preferred in contexts that are highly interactional, affective, and empathy-building: *Yeah, I can understand where she's coming from.*

The use of simple present tense, however, is preferred in discourse where the speaker is being direct, at times, even abrupt or argumentative: *I understand your point. Anything else?*

Likewise, "I can't believe it!" is used to express the speaker's surprise at receiving new information rather than expressing any literal negation of ability or possibility: *It's your birthday? I can't believe it!*

"I don't believe it" may also express surprise, but it is preferred in factual discourse where negation is literal and the speaker does not accept the new information as true: *He said he was coming? I don't believe it.*

3. Subject-verb agreement in sentences beginning with existential *there*

Prescriptive grammars are very clear in stating the rule for subject-verb agreement when sentences begin with existential *there*: if the logical subject (i.e., the noun phrase following the copular verb *be*) is singular, use singular number agreement; if the logical subject is plural, use plural number agreement: *There is one cookbook on the kitchen table. There are two/three/...cookbooks on the kitchen table.*

The problem with this rule is that it reflects only formal written usage. ESL/EFL students need to learn this

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rule for the TOEFL exam and for their academic writing. However, the rule does not prepare learners for what they will hear when listening to native speakers of English as they converse: *There's two cookbooks on the kitchen table.*

Breivik (1981) suggests that *there* and *is* have become fused in conversation, and Celce-Murcia and Hudson (1981) have confirmed that *there's* is now preferred in informal speech, not only when the logical subject is singular but also when the logical subject is plural. Yet few learners of English have been prepared to accept this grammatical rule variation between formal and informal usage. They feel that native speakers who say such sentences are making grammatical errors!

Implications for Teaching

Throughout my years of experience in teaching pedagogical grammar, I have encountered many teachers, learners, teaching materials, and reference grammars that give prescriptive rules for English grammar which simply do not reflect what users of English actually do. In fact, some teachers and learners of ESL/EFL who have studied English grammar the longest are among those most passionately convinced of the complete accuracy of the prescriptive rules they have learned and can proudly state. What they do as language users may be another thing altogether.

In light of these three cases, just a few among many, the following guidelines would make for a better fit between grammar and communicative methodology and would result in more authentic teaching materials and classroom instruction in matters pertaining to grammar:

1. Rely on descriptive rather than prescriptive grammar rules;

2. Understand that grammar rules vary and that there are many factors that account for variation such as meaning, affect, register, genre, etc.

3. Appreciate the fact that the grammar rules of any living language will change over time; what was acceptable 100 years ago may not be acceptable today; what is acceptable today may not be acceptable 100 years from now.

Marianne Celce-Murcia, Ph.D., currently teaches Applied Linguistics at UCLA and is co-author of many books including The Grammar Book.

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Rules and Usage: Deciding What to Teach

While some may consider grammar to be "black and white" or "cut and dried," that's often not the case. Deciding what grammar rules to teach or how to teach them can be challenging. The following suggestions may help in the decision process. Before teaching that grammar rule:

1. Consider the usage. Does what people say or write often or usually conflict with the rule?
2. Reflect on the situations in which the conflict occurs. For example, is it a case of speech and writing differing? Formal vs. informal usage?
3. Consult various sources such as texts, articles, online resources or online discussions regarding the difference.
4. Consult with colleagues about the discrepancy between the rule and usage.
5. If the rule still applies in some situations relevant to your students, teach both the rule and the common usage. Explain the differences and let students practice both in the correct contexts. If the rule is not commonly adhered to anymore in any context, why teach it?

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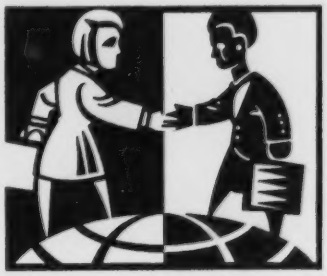

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Interactive Quizzes on the Web

Regardless of what I read in the media, I believe that the Web very often brings out the best in people. I find this especially true in the virtual world of ESL/EFL teachers. Many teachers are selflessly creating materials to share with their virtual colleagues. Quizzes are proliferating at such an amazing rate that it is increasingly difficult to get a handle on what is available.

Quizzes can be found to test the four language skills — reading, writing, listening, even speaking; to test knowledge of English grammar and vocabulary; and to test general knowledge. Quizzes are created in a variety of multiple-choice formats—some quite simple, others quite dazzling.

I would like to highlight a few quizzes to give an idea of what teachers at all levels might find useful and enjoyable for their students. These interactive quizzes could be used in a computer lab during a class session or assigned as independent work for students to complete on their own at school or at home.

Reading Comprehension

A Car Accident
http://www.scuolaitalia.com/inglese/spielbq.htm

Stefano Franzato has used a news item about a car accident involving Steven Spielberg as the basis for a reading comprehension exercise. Students read the news story and then respond to comprehension questions. As soon as the students choose an answer, they see flashing letters at the top of the screen telling them whether they were right or wrong.

The Death Penalty
http://www.aitech.ac.jp/%7Eiteslj/quizzes/vm/deathpenalty.html

Vera Mello has created a short cloze test based on the story of a man convicted of murder. For each of the eleven deletions in the paragraph students have two choices. The correct answer is hidden after each deletion, and the student may choose to see it immediately or wait until the entire quiz is completed.

Grammar

A Good Job: Interesting/Interested
http://www.collegeem.qc.ca/cemdept/anglais/boredin3.htm

Eifion Pritchard addresses an area that frequently presents problems for students, "ing" and "ed" adjectives. Students fill in the blanks in a dialogue of 15 sentences with the correct adjective form. When finished, the students can request the correct answers.

Choose the Correct Form of the Verb
http://www.aitech.ac.jp/~iteslj/quizzes/jslk/mc-verbs.html

Larry Kelly and his brother Charles are prolific quiz writers. Here Larry offers a quiz on verb forms. At the top of the screen a sentence appears with the verb deleted. Students choose from among three verbs and then see immediately at the bottom of the screen whether they are correct or not. A new sentence then appears at the top.

Vocabulary

"Face" Idioms Quiz
http://www.pacificnet.net/~sperling/quiz/face.html

Douglas DeLong has made up a quiz with questions about idioms that contain references to parts of the face. Students complete the entire multiple-choice test and then submit their answers for evaluation.

Valuable Quiz Sites

Two very useful sites for locating quizzes are The Quiz Center at Dave's ESL Cafe (http://www.eslcafe.com/http://www.pacificnet.net/~sperling/quiz) and the Internet TESL Journal's Activities for ESL Students (http://www.aitech.ac. jp~iteslj/s/).

Christine Meloni welcomes suggestions from readers. She can be reached at meloni@erols.com.

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CALL for Grammar: *Audio, Visuals and Variety*

BY ELIZABETH HANSON-SMITH, PH.D.

There are various ways to teach grammar and several of them have been adapted for computer-assisted language learning (CALL). In some cases, the use of technology has gone far beyond text approaches to grammar instruction. In some it has not.

Focus on Form

In teaching grammar with a focus on form, the teacher, text, or computer program divides the language into teachable units or grammar points (for example, articles or adjective clauses), presents a rule or rules and some examples, and then provides practice exercises.

This top-down or deductive model is perhaps best exemplified in CALL by Azar Interactive (1999), which is basically Betty Azar's grammar book in CD-ROM format. One big advantage of the computerized version is that the student receives corrective responses immediately. Another advantage is that for students planning to take the TOEFL, this type of exercise most resembles the test. Azar takes the books a step further by including short videos with skits or a listening passages with a cartoon prompts that model the grammar point. The student can also listen to the sentences being read, as a kind of listening dictation while clicking on the correct answer (see Figure 1). These attempts to put the grammatical points into a "multimedia" context are an interesting way to bring the grammar to life somewhat.

There are increasing numbers of examples of this approach being created on the Web by teachers. Mark Wade Lieu's grammarONLINE (http://www.crl.com/~malark/grammar/) has text-based exercises with grammar explanations that give a thorough review for more advanced students. For the intermediate student, K.. G. Trickel's Talking About Daily Routines (Trickel, 1997; (http://grove. ufl.edu/~ktrickel/teslmini/activity.html) may be more suitable. It consists of a set of cartoon- and audio-based exercises. They are entertaining and an appropriate use of the technology (see Figure 2).

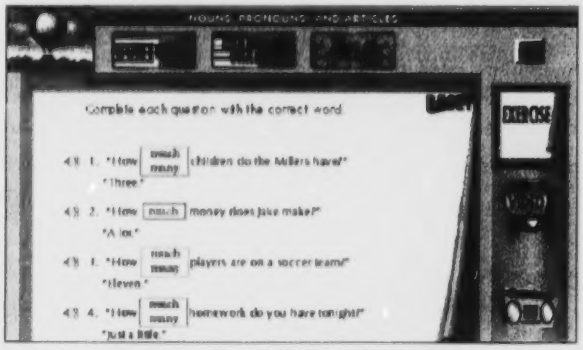
NOUNS, PRONOUNS, AND ARTICLES
Complete each question with the correct word.
EXERCISE
1. "How [much / many] children do the Millers have?"
"Three."
2. "How [much] money does Jake make?"
"A lot."
3. "How [much / many] players are on a soccer team?"
"Eleven."
4. "How [much / many] homework do you have tonight?"
"Just a little."

Figure 1. Azar Interactive (1999) allows the student to listen and respond.

Focus on Meaning and Function

The Azar approach is satisfying in its completeness, but students may eventually do well at filling in the blanks while still having lots of trouble using the target structures in their own writing, or they may even avoid them altogether. Thus, a number of computer programs have tried to help students see grammar in a context that focuses on meaning and function.

Focus on Grammar (1996; based on the text series of the same name) does a good job of this. Using a set of reading/listening passages on related subjects with a shared vocabulary (for example, one unit is based on marriage trends, another on the themes of film classics), the program asks students first to identify all the verbs of a certain type (for example, simple past; see Figure 3) in a paragraph, and then has them complete a wide variety of exercises, such as typing in the correct form based on inferences made while listening to a paragraph, rearranging words with drag-and-drop actions, editing sentences and paragraphs, and so on.

Each section of a unit builds on the others, so that eventually the student sees the same content in another reading passage, but where the first may be a simple essay, another version may be a report by a journalist with commensurate changes in vocabulary, tense, style, and grammatical structures. This seems like a good approach, and the focus on meaning is evident throughout. However, it is not the students' meaning, and this factor may influence their motivation.

A More Cognitive Approach

Another, more cognitive approach to grammar study is illustrated by The Grammar ROM (Freebairn & Parnell, 1996), which starts out with a set of usage rules expressed as short phrases. The student listens to a cartoon character say something and then clicks on the rule that applies (see Figure 4). One has to pay close attention to the content of the sentences, and while other presentation and reinforcement activities use short dialogues, videos, and cartoons, the focus of this program is on aural input throughout. Presentations alternate regularly with mini-tests until the final test. A certain level of vocabulary is required, but

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there are help screens with pictures and short definitions of key terms used in the listening exercises. Like Azar and the Focus series, the application is divided up by grammar points, such as present simple tense or conditionals. It is better, however, for the student to connect rules to specific examples rather than just fill in blanks.

Sentence Combining

None of the major software publishers seem to have come up with sentence combining as an approach to teaching grammar, but this is a task that seems to make a lot of sense to students. It has been used extensively in grammar lessons for native English speakers.

I have used sentence combining as a whole class activity with the students' own sentences as examples. I wrote my own computerized version of this activity, The Adjective Clause Game, which asked students to decide if two sentences could be combined. They worked in groups of three in a kind of rummy game, with the computer dealing each student a set of main clauses and then in successive turns presenting adjective clauses to them as possible matches. The students had to write out the sentences they constructed, and the whole group had to agree that the combinations were allowable.

As I circulated among the groups at the workstations, I heard a great deal of discussion about the grammar of the sentences: Was the related word in the main clause singular or plural? Was the tense compatible? In subsequent essays, I was pleased to see this structure appearing spontaneously, and I was told later by test readers that my students were easily identifiable on the holistically scored final essay because they used more complex syntax than others taking the exam.

The program was written for Apple II and is no longer available; however, something close for DOS/Windows is found on the TESOL/CELIA '96 CD (TESOL) in Gerry Dalgish's grammar programs (Dalgish, 1988, 1996). The user has to determine if the practice sentences, generated in combinations at random (based on 400 errors analyzed in Baruch College entering students' essays), are well formed. Rules are provided as part of the feedback for each answer. It is an old program but well done, and the grammar hasn't changed over the years.

Concordancers

In contrast to the deductive, structuralist approach, in which rules are provided first, concordancers rely on inductive reasoning. A concordancer searches a text for words targeted by the user and then aligns the target word down the center of the screen (or at either margin) with the surrounding line of text (usually around 10 words). The student can then see what kinds of contexts are typical of the collocation, as for example in the passage in Figure 5 from the shareware Conc (Thompson, 1991). The students then generate a rule for using the structure that they can apply to their own writing. Different types of writing such as transcripts of lectures, textbooks or professional articles can be compared for stylistic variations. Tim Johns, one of the prominent researchers in corpus linguistics for the classroom, mentioned in a session at a TESOL convention some years ago that his ESL medical students looked up the word "pop" since they heard it so often from doctors ("Pop into the

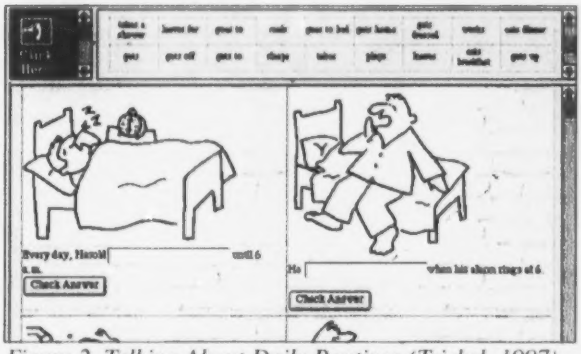

Figure 2. Talking About Daily Routines (Trickel, 1997) has audio and a cartoon context.

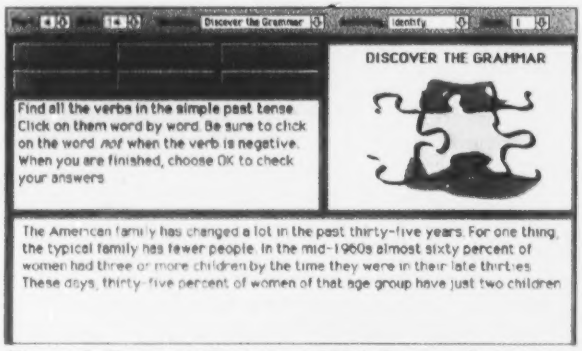
Discover the Grammar
Identify
DISCOVER THE GRAMMAR
Find all the verbs in the simple past tense. Click on them word by word. Be sure to click on the word not when the verb is negative. When you are finished, choose OK to check your answers.
The American family has changed a lot in the past thirty-five years. For one thing, the typical family has fewer people. In the mid-1960s almost sixty percent of women had three or more children by the time they were in their late thirties. These days, thirty-five percent of women of that age group have just two children.

Figure 3. Focus on Grammar (1996: Intermediate Demo) provides a fairly extensive paragraph context for most activities.

Figure 4. The Grammar ROM (1996) asks students to select rules based on the content of the audio dialogue.

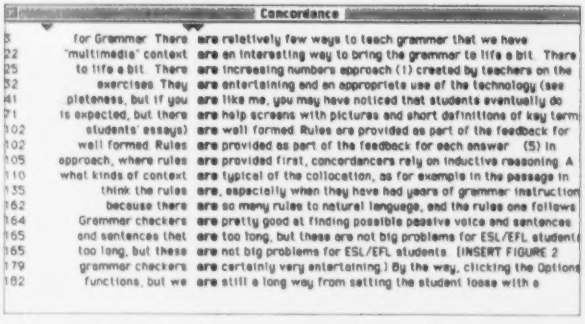
Concordance
for Grammar. There are relatively few ways to teach grammar that we have
"multimedia" context are an interesting way to bring the grammar to life a bit. There
to life a bit. There are increasing numbers approach (1) created by teachers on the
exercises. They are entertaining and an appropriate use of the technology (see
pleteness, but if you are like me, you may have noticed that students eventually do
is expected, but there are help screens with pictures and short definitions of key term
students' essays) are well formed. Rules are provided as part of the feedback for
well formed. Rules are provided as part of the feedback for each answer. (5) In
approach, where rules are provided first, concordancers rely on inductive reasoning. A
what kinds of context are typical of the collocation, as for example in the passage in
think the rules are, especially when they have had years of grammar instruction
because there are so many rules to natural language, and the rules one follows
Grammar checkers are pretty good at finding possible passive voice and sentences
and sentences that are too long, but these are not big problems for ESL/EFL student
too long, but these are not big problems for ESL/EFL students. [INSERT FIGURE 2
grammar checkers are certainly very entertaining.] By the way, clicking the Option
functions, but we are still a long way from setting the student loose with a

Figure 5. The word "are" concordanced in the text of this article by Conc (Thompson/Summer Institute of Linguistics).

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dressing room." "Pop up on the [examination] table."), but never saw it in any of the medical texts they were reading. Johns' Web site recommends a shareware concordancer Wordsmith Tools (Scott, 1999; for Win/DOS).

One of the pleasures of using a concordance approach is finding out what students think the rules are, especially when they have had years of grammar instruction and practice with the first approach discussed here. For example, one of my tutors reported a Chinese native-speaker saying that she "tended to use verbs in the passive whenever the subjects of the sentences were things." This statement seems to indicate that the brain seeks to construct rules, even when there is insufficient evidence to support them. The concordancer can assemble enough examples in one place to counter rules that learners hypothesize with insufficient evidence. The teacher could also have students run a concordance of their own writing to see how their use of structures matches up with target texts, and to see if they use a particular structure at all.

Mills and Salzmann (1998) at DEIL/IEI (University of Illinois at Urbana-Champaign) have set up a Web site, Grammar Safari http://deil.lang.uiuc.edu/Web.pages/ Grammar Safari.html), that helps students use the Web as a huge searchable concordance of authentic grammar and vocabulary in context. Students use a Web search engine that seeks out individual text occurrences. They then write down or copy and paste the results into their personal vocabulary hoard. Whether mounted on the Internet or in a corpus of electronic texts, the concordance approach is probably best suited to high intermediate to advanced students.

Grammar Check

Using the students' own writing to explore grammar is one of the options that I have had some success with in classes, and there have been many dollars spent in the attempt to create "grammar checkers" that would work with authentic language. It became clear early on that spelling checkers actually teach spelling: students remember words that the computer "hits."

Grammar checkers have been far less successful because there are so many rules to natural language, and the rules one follows depend heavily on meaning and stylistic choices. Grammar checkers are good at finding passive voice occurrences and sentences that are too long, but these are not typical problems for ESL/EFL students.

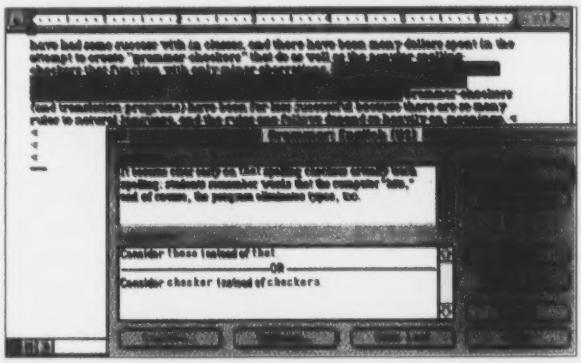

Figure 6. Grammar check in Microsoft Word.

Take, for example, a check of a sentence in the paragraph above using the grammar checker in Microsoft Word (see Figure 6). Following either of the suggestions made by the program would have produced a rather bizarre sentence. However, using grammar checkers with close teacher supervision may get students thinking about how and why they use the language they do. The program can be adjusted in some ways. By clicking the Options button (see Figure 6) the user can set the application for different stylistic levels and even search for particular grammar functions, but we are still a long way from setting the student loose alone with a computer-run grammar checker.

The Advantage of Variety

While one teacher raves about the success of a particular program or approach to grammar, another points to its failures. This may be because the way the human brain processes grammar is quite individualistic. Some students want to know the rules first; others need pictures or aural input, while still others prefer to see all the data and draw their own conclusions. Students may also process grammar differently at different stages in their learning, so what is appropriate for beginning learners may be quite different for an intermediate or advanced learner. Age, first language background, and instruction in previous languages may also make a difference in grammar learning preferences. Fortunately, there is a wide variety of CALL approaches to match individual tastes.

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What can you do to increase the chances of making that leap to full-time employment? While no guarantees are offered, the following should be seen as the minimum requirements for anyone seriously seeking full-time employment in this field:

Attend conferences: You need to meet people in the field. That next person you meet could be your next employer. Treat them as such.

Publish: Although we aren't quite the "publish or perish" crowd (yet!), employers want to see that you are working at being professionally active. Review a book or do a write-up of your favorite classroom technique.

Present: Find what you do best in ESL and start giving presentations on it. Start with local conferences and work your way up from there.

Work on a Committee: You must be active in your local chapter of TESOL. This is particularly true if you're hoping to find work in the area where you currently live. Look around: full-timers are all on committees.

Take chances: A friend of mine, acting totally out of character, went out of her way at a TESOL conference to meet the director of a soon-to-open intensive English program (IEP). As it happened, that director desperately needed a working blow-dryer for her hair the next day and called on my friend for help. Guess who got the first full-time position at that IEP?

Thomas Nixon is editor of the TEFL Connection newsletter (www.teachEFL.com) and can be contacted at editor@teachEFL.com.

Gotcha!:Speaking and Listening Activities for Intermediate Learners
Alyssa Matuck and Yasmin I. Valie
Dominie Press, Inc., 1998

If you teach an intermediate-level ESL speaking and listening class and are still looking for a text you really like, here's one that's teacher-friendly, captures the interest of students, and provides equal practice for both listening and speaking. The book, which is designed for intensive English programs, community colleges, and adult ESL programs, is *Gotcha!: Speaking and Listening Activities for Intermediate Learners* by Alyssa Matuck and Yasmin Vali. The book comes with an audiocassette.

Each chapter is built around realistic dialogue that has an unexpected ending (hence, *Gotcha!*). The dialogues present new vocabulary and various aspects of American culture the lead into a large variety of speaking and listening activities. The chapter topics are of high interest for many students: Dating and Marriage, Food and Restaurants, and Vacations and Travel. *Gotcha!* also includes more serious topics such as "Crime, Law and the Judicial System" and "Values and Beliefs." These are more challenging to suit higher level students.

There are two aspects of *Gotcha!* that make it exceptional: the chapter organization and the fact that no two student activities are exactly alike. This makes the teacher comfortable with the flow of events but challenges the students in a variety of ways.

The authors have created a resource for teaching that is easy to use and self-explanatory, thereby minimizing preparation time. The student's textbook provides an exceptional variety of in-class and at-home activities while the teacher's guide gives additional material for practice activities. The material in both the textbook and teacher's guide is complete and ready-to-use—it doesn't just consist of numerous suggestions that require additional planning to implement. The teacher's guide and audiocassettes also include a test for each chapter with an answer key.

From the first day I used *Gotcha!*, I found this stimulating speaking and listening text to be easy to teach from and a pleasure to use. Reviews from our students have also been positive.

Bill Brechtel is an ESL instructor at the University of California, Irvine.

Linguistic Laughs

As my Japanese ESL students struggled with r's and l's, they wrote things that were at times amusing if not thought-provoking! As one student contrasted Christmas in Japan to Christmas in the United States, she wrote that on Christmas, Americans go to church to "play God." Of course, she meant "pray to God," or did she?

—Katie Rose, Baltimore, MD

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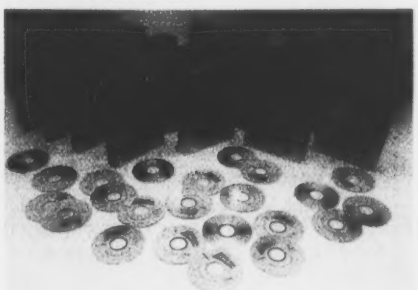

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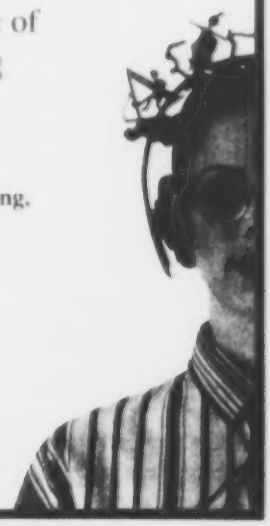

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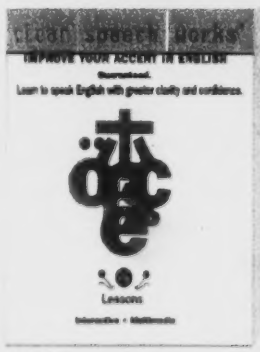

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LEARNING ENGLISH: A Prescription for Health and Safety

BY NICOLE BARSAMIAN

The inability to understand and use English well can make many routine activities such as reading a bus schedule or help wanted advertisements difficult. While situations like these can be frustrating, many people who have limited English proficiency face far more serious consequences when trying to manage their own health.

There are currently 32 million people in the United States who speak a language other than English, an increase of 38 percent since 1980. Nearly 50 percent of these millions speak Spanish. The remaining 50 percent speak a variety of languages such as French, Portuguese, Polish, Russian, Chinese, and Vietnamese.

As the number of non-English speakers has increased, it is not surprising that there has also been an increase in the number of English as a second language programs throughout the country. Recent data from the U.S. Department of Education show that English language programs represent a greater share of overall enrollment than either adult basic education or adult secondary education. ESL enrollment made up almost half of all adult education enrollment in 1997, with nearly two million adults registered for ESL courses.

Language Barriers Threaten Health and Safety

Imagine being brought into an emergency room and being unable to describe to the doctor what is wrong, or not going to the doctor because you are worried you won't be able to answer his or her questions. Imagine being prescribed a medicine and not understanding how to take it, or staring at the shelf in a pharmacy or grocery store and being confused about which medicine to purchase for your child. These are precisely the problems faced by many ESL students.

A recent study in the *Journal of General Internal Medicine* showed that people who have difficulty reading or understanding health-related materials are more than twice as likely to end up in a hospital as those who don't. This can be caused by simply not knowing the number of pills to take or not understanding the drug interactions that accompany their prescriptions.

Language barriers can also cause frustration in hospital settings. In another survey reported in the *Journal of General Internal Medicine*, non-English speakers were less satisfied with their care in the emergency room, less willing to return to the same emergency room if they had a problem they felt required emergency care, and reported more problems with emergency care. In many cases, these problems occur because of communication gaps between patients and health care professionals.

Removing Language Barriers

Fortunately, there are several approaches to make people who don't speak English well feel more comfortable when dealing with health care issues. One approach, a quick-fix solution, is to present non-English speakers with help and information in their native languages. For example, some hospitals use interpreters to facilitate doctor-patient communications. Another tactic used by many pharmacists is to provide instruction sheets in Spanish and other languages when distributing prescription medication. While these tactics provide immediate assistance and can be helpful, they are not long-term solutions nor can they address many of the daily health-related challenges faced by non-English speakers.

In 1996, the Council on Family Health, a nonprofit organization whose mission is to educate consumers and their families about personal health and the proper use of nonprescription and prescription medicines, recognized the need for ESL health education and partnered with Teachers of English to Speakers of Other Languages (TESOL) to develop the Read-the-Label ESL Initiative. This program encourages the inclusion of health-related topics into ESL classrooms across the United States. The program centered around a basic, yet critical tool—the medicine label.

At the core of this initiative was the development of a teacher's guide to assist ESL instructors in teaching their students how to read and understand the information found on medicine labels. The teacher's guide provides lesson plans, classroom activities, worksheets, vocabulary exercises and a glossary of basic medical terms. This guide also includes a "map" of the medicine label in English and six other languages—Spanish, French, Creole, Chinese, Russian and Vietnamese—and a poster that instructors can use to illustrate key information on medicine labels. This initiative is designed to help people who don't speak English well receive the full benefits that the medicine label offers, including product warnings, directions, dosage information, and drug interaction precautions.

Since 1996, more than 20,000 copies of the *Read-the-Label: ESL Teacher's Guide* have been provided free of charge to ESL instructors and programs across the United States. The

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initiative has been commended by ESL teachers and prominent ESL organizations including the National Clearinghouse for ESL Literacy Education, TESOL and New York City's Literacy Assistance Center.

The program has also been recognized by public servants including Congressman Patrick Kennedy of Rhode Island, the son of longtime health care advocate Senator Ted Kennedy of Massachusetts. Congressman Kennedy held a press conference in 1998 to announce his state's endorsement of the Read-the-Label ESL Initiative and to ensure that those people in his state who are learning English have access to these materials.

The Council on Family Health is at work, once again, reinforcing its commitment to the ESL community. The Council is currently preparing brochures directed at non-English- speaking consumers to help them when purchasing prescription and nonprescription drugs.

Additional Health Education Programs

In addition to the Council on Family Health's Read-the-Label program, other ESL organizations have developed health education programs. For example, in 1992 TESOL adopted a resolution to promote AIDS education through content-based ESOL instruction. The resolution stated that TESOL would promote AIDS prevention instruction aimed at ESOL students, their parents, and other adolescents and adults, particularly in communities with high concentrations of people with AIDS. It also added that TESOL would promote the integration of this instruction into the ESOL curriculum and that they would collaborate with other organizations and agencies to advance these goals.

While the efforts of organizations like TESOL and the Council on Family Health are extremely important, it is also important that individual ESL instructors incorporate health education into their lesson plans. Teachers generally know the best way to instruct their classes and tailor curricula to fit the individual class needs.

Classroom Close-up

Claudia McCormick, an adult ESL instructor at the Union Settlement Association in East Harlem, New York, was one of the first ESL teachers to test the *Read-the-Label: ESL Teacher's Guide* in the classroom. "The materials help my students understand the information on the label—things like dosage and warnings," said McCormick. "This is basic information that can save their lives. All we need to do is teach them how to interpret this information."

McCormick also incorporates other health lessons into her classroom including one that focuses on how to answer a series of general medical questions that might be asked on a visit to the doctor or hospital.

"Role playing with my students helps them become more comfortable discussing health issues and makes them more inclined to visit a health care professional in the event that they or their children or family members become ill," she said. "They become less scared and self-conscious about interacting with a doctor." Efforts by McCormick and other dedicated ESL instructors give students the ability to answer basic questions when they visit a doctor or are in the hospital.

Another method used by McCormick is to bring a local doctor into the classroom to participate in a health-related lesson. This exercise opens a dialogue and helps the students develop a trust for doctors, especially doctors from different ethnic backgrounds. In a recent article in *USA Today*, 61 percent of Hispanics said seeing a doctor of the same ethnicity is important to them. In an emergency situation, it may not be possible for the student to be seen by their regular doctor; developing a comfort level with all doctors is an important step for students.

Equipping students of English with health information can have implications far beyond reading the medicine label. It can instill confidence that encourages people to visit their doctor, go to the emergency room, ask questions of their pharmacist, and express themselves more clearly in medical settings. ESL health education can help these people and their families enjoy good health for a lifetime.

Nicole Barsamian is a consultant to the Council on Family Health.

From the Front Lines of Health Education

Claudia McCormick, an ESL instructor at the Union Settlement Association in Harlem, New York City, says that in her classes, especially her adult education classes, "health is one of the issues that comes up most often. Many of my students want to learn how to be able to take care of themselves and how to feel comfortable with doctors and at a hospital."

"One way I like to help my students is to help them in health care negotiations. By negotiations I mean filling out paper work, understanding abbreviations, and being able to answer basic questions like 'What is your name?' 'What hurts?' 'What is your date of birth?'"

In addition, "I encourage students in my classes to bring any medications they are on into the classroom. I feel this helps bridge the gap between the classroom and the community."

"I definitely believe that teaching ESL students about health can have a great impact on their lives. I know I have seen an effect on a number of my students."

Claudia shared stories about two of her former students: "One of my former students had the responsibility of caring for her mother, ensuring she took her pills daily and in the correct quantity. However, after we went through the Council on Family Health's Read-the-Label curriculum in class, she realized that she had been giving her mother the wrong dosage of pills. This problem, had it not been corrected, could have caused serious problems for her mother."

"Another student of mine, a young man, got bitten by a rat one night in his apartment. After gathering himself from the shock of the bite, he went to his local emergency room where he was bombarded with paper work that he was unable to complete. No one on the medical staff would pay any attention to him, and he finally left without having been looked at by a doctor. The next morning I was able to get a doctor to take a look at the bite. I think this experience will definitely cause him to think twice before going back to an emergency room. It really is a shame and doesn't have to be that way."

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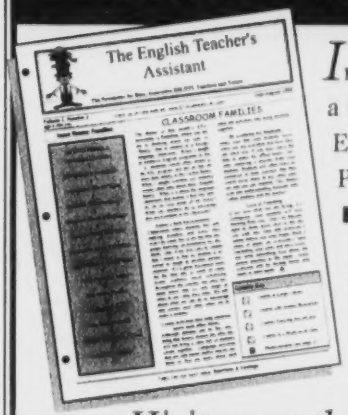

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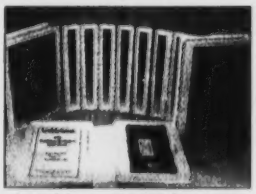

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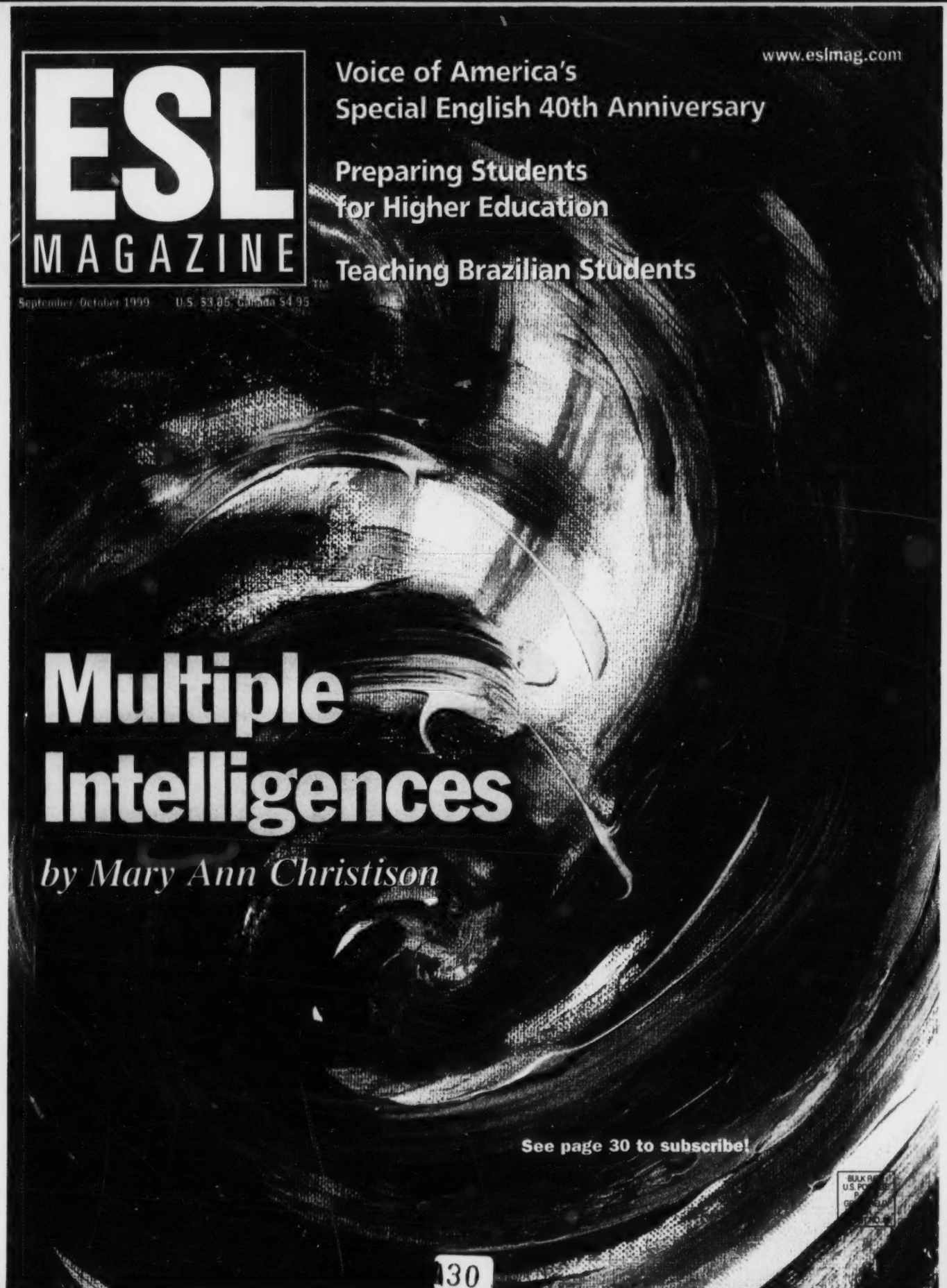

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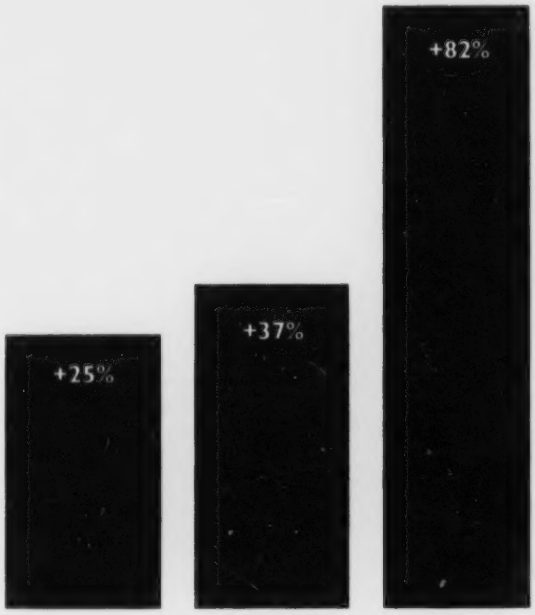

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Vol. 2, No. 5

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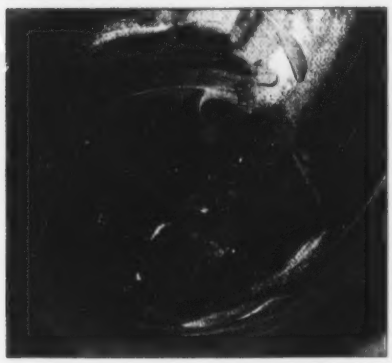

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How Are Your Students Smart?

One of the best and most succinct explanations of the theory of multiple intelligences is this: The question is not "How smart are you?" but "How are you smart?" Mary Ann Christison explains Gardner's theory of multiple intelligences in detail and includes the theoretical bases and clear examples. She highlights aspects of the theory that educators appreciate and gives practical suggestions for incorporating the theory into instruction. By embracing multiple intelligence theory, teachers will gain greater respect and appreciation for the diverse abilities of their students and design instruction that will provide them with a more well rounded education, an education for the whole student.

October marks the 40th anniversary of Special English broadcasting by the Voice of America. Mark Lewis tells the interesting story of this unique programming and shares responses from listeners worldwide, including English language learners and educators.

Trudy Smoke shares a plan for preparing ESL students more adequately for success in higher education. It is a cross-disciplinary plan that ESL professionals need to share with their colleagues in other departments in their schools.

From their experiences teaching Brazilian students, Valeria Silva and her colleagues share insights to help other ESL educators teach this unique group of students. Many of these insights are valuable for teachers with students of all culture and language groups.

Best wishes in the new academic year,

Marilyn Rosenthal

Marilyn Rosenthal, Ph.D.
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ESL Magazine is published bimonthly by Bridge Press, LLC
220 McKendree Avenue
Annapolis, MD 21401
eslmagazine@compuserve.com
www.eslmag.com

ISSN: 1098-6553

ESL Magazine is abstracted and indexed with ERIC.

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Kosovar Refugee Program

▶ I very much enjoyed your article, "The Kosovar Refugee Program." Since June our group of volunteers has formed a nonprofit organization: the Kosova Refugee Action Project. We have been teaching English to over 40 Kosovar refugee children and young adults, most of whom came to the U.S. through Fort Dix. Our teachers include employees of EF (Education First), members of the Albanian Students Organization (ALBSA) and other college students, a schoolteacher and an art therapist. Two of our volunteers went to Fort Dix in May as Red Cross volunteer interpreters and organized English classes there.

Our priority is to provide the children a place to interact and integrate as they learn English. Our classes meet at the EF Center in Cambridge, MA, close to cultural centers such as the Boston Museum of Science, the Boston Children's Museum, and the Boston Aquarium, all of which have donated passes. We gather every Saturday to teach English, mathematics and art. Despite their experience of makeshift schools in private homes, the children recognize the importance of education.

Our classes have helped ease the children into their new country and the upcoming school year. Because of overwhelming response this summer, we will continue throughout the school year. We are now inviting parents and relatives. As mentioned in your article, which provides wonderful insight regarding their language, Albanian is purely phonetic, and it is common for students to spell English words as they hear them. In this sense, learning English may present a greater challenge. However, as also mentioned in your article, these children thrive in group settings and are active participants. Teachers should take advantage of this and communicate as much information about English as possible.

Warm thanks to Ms. Seufert for writing such an important article, and encouragement to all ESL instructors throughout the nation who will welcome Kosovar refugees into their classrooms. Good luck! We are making history!

—EMILY C. ANGIOLA
Program Director
Kosova Refugee Action Project

Networthy Column

▶ Thanks for the quizzes mentioned in your column. My students are always looking for more. May I offer our collection of quizzes: http://eleaston.com/quizzes.html. Thanks again.

—EVA LOPATKIN EASTON
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▶ I enjoyed the Networthy column "Interactive Quizzes on the Web" but was disappointed that Englishtown.com was not mentioned. We offer a new interactive quiz every week associated with our daily student lesson service.

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PHOTO CREDIT: *The Kosovar photos in the last issue were taken by Shelia A. Smyth, ESL teacher and volunteer coordinator at Ft. Dix, NJ with the Spring Institute.*

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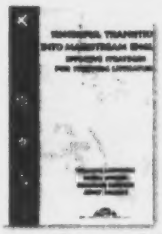
Report Released on Transitional Language Arts Curriculum



The Center for Research on Education, Diversity and Excellence (CREDE) recently released the second in a series of educational practice reports on various aspects of a multi-year Spanish-to-English language arts transition curriculum that seeks to promote first and second language acquisition and academic achievement in the early grades. The report, "Successful Transition into Mainstream English: Effective Strategies for Studying Literature," states that four strategies were found to be effective: building students' background knowledge, drawing on students' personal experiences, promoting extended discourse through writing and discussion, and assisting students in re-reading pivotal portions of text. Project participants showed larger gains in national percentile scores than nonproject students and also scored significantly higher than nonproject students on project-developed performance-based measures of English reading and writing. The report includes a sample literature unit planner with activities categorized as "Background Building," "Working the Text," and "Culminating Writing Project." References and related readings are also included. CREDE 813-459-3500; www.crede.ucsc.edu.

Grants Available for Training Teachers in Technology

On August 24, Vice President Gore announced grants for training 400,000 teachers in integrating technology into instruction. The grants, made under the Preparing Tomorrow's Teachers to Use Technology program, will build partnerships involving more than 1,350 members, including school districts, universities, nonprofit organizations, and technology companies. Many of the grants focus on low-income communities and rural areas. Details are available at http://www.ed.gov/PressReleases/08-1999/wh-0824.html.

—OBEMLA News

2001 Colleges and Scholarships

2001 Colleges and Scholarships is a Web site (www.college-scholarships.com) that includes college admissions and financial aid office e-mail addresses and telephone numbers (mostly toll-free), hot links to college homepages and online applications, a page with links to all nine free Internet scholarship search services, a page with top admissions, financial aid, college prep, and career sites on the Net, a page to sign up for a free e-mail newsletter with articles, tips and answers for readers from education professionals about college preparation, selection, admission, scholarships, financial aid, careers, and college life.

Census Bureau Report Highlights Increasing Diversity

The Commerce Department's Census Bureau recently released annual estimates (1990 to 1998) of the U.S. population by race, age and sex for the 50 states, the District of Columbia and 3,142 counties. The estimates show that the number of Hispanics, Asians and other racial groups living in the U.S. has increased substantially during the 1990s. National, state, and county data are available at http://www.census.gov.

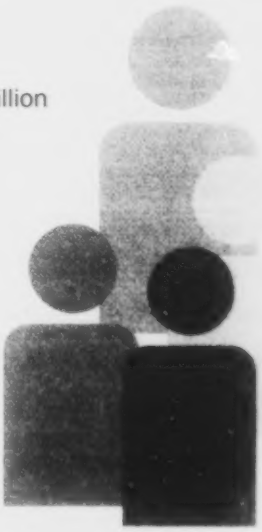
Hispanic Population (may be of any race)
Nationwide, the Hispanic population increased from 22.4 million in 1990 to 30.3 million in 1998, a gain of 35.2% or 7.9 million people.

Asian and Pacific Islander Population
Nationwide, the Asian and Pacific Islander population increased from 7.5 million in 1990 to 10.5 million in 1998, a gain of 40.8% or 3.0 million people.

African American Population
Nationwide, the African American population increased from 30.5 million in 1990 to 34.4 million in 1998, a gain of 12.8% or 3.9 million people.

American Indian, Eskimo and Aleut Population
Nationwide, the American Indian, Eskimo and Aleut population increased from 2.1 million in 1990 to 2.4 million in 1998, a gain of 14.3% or 295,000 people.

Caucasian
Nationwide, the caucasian population increased from 209 million in 1990 to 223 million in 1998, a gain of 6.7% or 14 million people.



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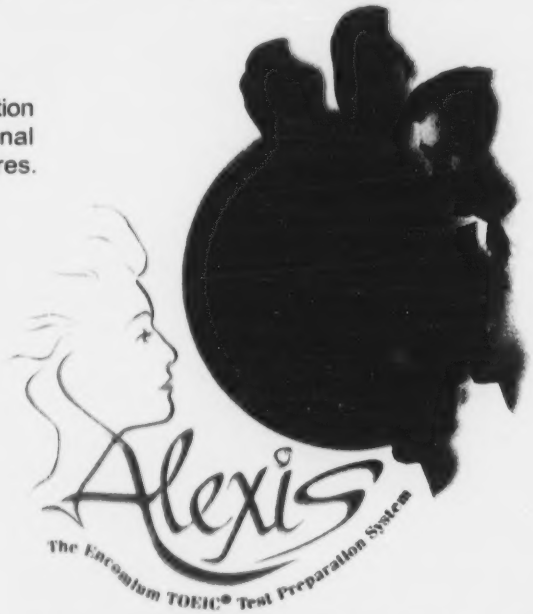

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Conference Calendar

September

- 9-11 **Carolina TESOL**, Southern Pines, North Carolina. Contact Linda Higgins, 919-774-6226.
- 17-19 **Panama TESOL**, Panama City, Republic of Panama. Contact Marcela Peart Dickens, 507-221-9952.

October

- 1-3 **Pan-Asia Conference,** Seoul, South Korea. Contact Jane Hoelker, hoelkerj@hotmail.com.
- 8-11 **Japan Association for Language Teaching (JALT'99)** Contact jalt@gol.com.
- 8-9 **TexTESOL IV**, Houston, Texas. Contact Sara Anderson, 281-293-8466.
- 9 **TexTESOL V**, Coppell, Texas. Contact Rogelio Chavira, 915-831-4053.
- 10 **Virginia TESOL**, Williamsburg, Virginia. Contact Leslie Bohon, 840-693-9319.
- 14-16 **New Mexico TESOL**, Las Cruces, New Mexico. Contact Bob Weissberg, 505-646-4428.
- 15-16 **Mid-America TESOL**, Iowa City, Iowa. Contact Jeanne Angel, jeannea@waterloo.k12.ia.us.
- 15-17 **Society of Pakistani English Language Teachers**, Karachi, Pakistan. Contact Mohsin Tesani, server@clifton1.khi.sdnpk.undp.org.
- 15-17 **New York State TESOL** Melville, New York. Contact 212-678-3074.
- 16 **Michigan TESOL**, Ann Arbor, Michigan. Contact Alan Headbloom, 517-832-3400.
- 16 **Washington Area TESOL**, Fairfax, Virginia. Contact Cynthia Carlson, 301-649-2860.
- 22-23 **Minnesota TESOL**, St. Paul, Minnesota. Contact Bonnie Fulton, 651-962-5990.
- 22-23 **Ohio TESOL**, Euclid, Ohio. Contact Gloria Gillette, 216-261-7076.
- 23 **TexTESOL II,** San Antonio, Texas. Contact Chris Green, 210-684-8180.
- 23 **Indiana TESOL**, Indianapolis, Indiana. Contact Trish Morita-Mullaney, 317-823-5446.
- 29 **Oregon TESOL**, Portland, Oregon. Contact John Sparkes, 503-977-8012.
- 29-31 **Egypt TESOL**, Cairo, Egypt. Contact Deena Boraie, cdc@intouch.com.

November

- 4-6 **Southeast Regional Conference**, Birmingham, Alabama. Contact Julia Austin, jaustin@provost.uab.edu.
- 5-6 **Wisconsin TESOL**, Madison, Wisconsin. Contact Helaine Kriegel.
- 5-6 **Oklahoma TESOL**, Midwest City, Oklahoma. Contact Marilyn Beaney, mbeaney@ms.rose.cc.ok.us.
- 5-6 **Washington Association for the Education of Speakers of Other Languages**, Issaquah, Washington. Contact Frederic O'Connor 509-335-6675.
- 5-6 **TexTESOL State Conference**, El Paso, Texas. Contact Rogelio Chavira, 915-831-4053.
- 11-13 **Puerto Rico TESOL**, Ponce, Puerto Rico. Contact Carmen May, 787-786-2885 x2283.
- 11-13 **English Teachers Association-Republic of China**, Taipei, Taiwan. Contact Johanna Katchen, katchen@fl.nthu.edu.tw.
- 11-13 **Colorado TESOL**, Longmont, Colorado. Contact Larry Fisher, 303-492-2490.
- 13-14 **English Teachers Association of Switzerland**, Lugano-Trevano, Switzerland. Contact 032 621-5453.
- 13-14 **St. Petersburg English Language Teachers, Association**, St. Petersburg, Russia. Contact Tatiana Ivanova, tivanova@i2705.spb.edu.
- 13 **TESOL Scotland,** Glasgow, Scotland. Contact Mahnoor Sultan Campbell, mahnoor-cam@aol.com.
- 22-24 **English in Southeast Asia**, Singapore. Web site: http://www.soa.ntu.edu.sg:8080/ell/4ESEA.htm.
- 25-27 **TESL Ontario**, Toronto, Ontario, Canada. Contact Renate Tilson, 416-593-4243.
- 26-27 **TESOL Italy**, Rome, Italy. Contact Rosarina Fiorentino, blasco@rpilol.it.

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- 20-22 **Thailand TESOL**, Khonkaen, Thailand. Contact Naraporn Chan-Ocha at naraporn.c@chula.ac.th.
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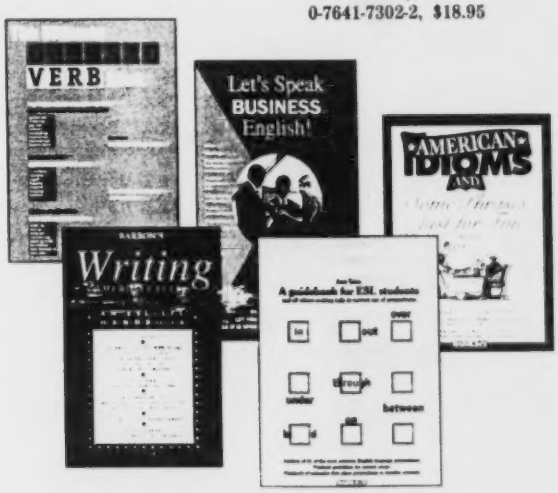

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Multiple Intelligences: *Teaching the Whole Student*

BY MARY ANN CHRISTISON, PH.D.

Howard Gardner's theory of multiple intelligences is frequently a topic of discussion among ESL educators today. If you scan programs from professional conferences and in-service workshops from the past few years, you will see the topic of multiple intelligences (MI) theory everywhere [e.g., see conference programs from Teachers of English to Speakers of Other Languages (TESOL) in '97, '98, and '99]. Why has Gardner's MI theory attracted so much attention? Why are so many ESL teachers interested in the topic?

What is MI theory?

In order to understand MI theory, it is important to consider first the traditional concept of intelligence. There is probably no aspect of contemporary psychology that is more misunderstood by the general public than intelligence. As ESL educators, we have seen well-meaning people equate intelligence with English language abilities. Because ESL students struggle with English, they are perceived by some to be less intelligent. Although such notions may be false, they have a profound impact on educational opportunities and career choices for ESL students.

Most commonly, people accept a definition of intelligence that is synonymous with IQ or intelligence quotient, a score on the traditional intelligence test. The traditional IQ test predicts school performance with considerable accuracy, but it is an indifferent predictor of performance in a profession after formal schooling (Jencks, 1977). Traditional IQ is a static construct. It is something a person is born with, and no amount of schooling or experience will change one's basic IQ. As a language educator of students from diverse linguistic and cultural backgrounds who often struggle to compete with their native English-speaking peers, I do not find this concept very appealing.

Gardner's definition of intelligence is much different from the traditional view of intelligence. Gardner's MI theory proposes an alternative definition of intelligence based on a radically different view of the mind. He proposes a pluralistic view of the mind, recognizing many different and discrete facets of cognition and acknowledging that people have different cognitive strengths and contrasting cognitive styles (Gardner, 1993, p. 6). As Gardner states, "It is of the utmost importance that we recognize and nurture all of the varied human intelligences, and all of the combinations of intelligences. We are all so different largely because we all have different combinations of intelligences." (Gardner, 1993, p. 15)

One of the multiple intelligences is visual/spatial intelligence: sensitivity to form, space, color, line, and shape.

According to Gardner, intelligence is most completely realized in the process of solving problems and fashioning products in real-life situations. "The problem-solving skill allows one to approach a situation in which a goal is to be obtained and to locate the appropriate route to that goal. The creation of a cultural product is as crucial to such functions as capturing and transmitting knowledge or expressing one's view or feelings. The problems to be solved range from creating an end for a story to anticipating a mating move in chess to repairing a quilt. Products range from scientific theories to musical compositions to successful political campaigns." (Gardner, 1993, p. 15).

Gardner's MI theory was attractive to me as an educator because it has consistently fit the experiences I have had with my own students in the classroom. During my first year of teaching in the public school system in the United States, I remember sitting in the faculty room at lunch time and listening to other teachers talk about the students we had in common. What struck me so clearly was that we had very different perceptions of the very same students. The best student in my English language class was struggling in the math class. One of the worst students in my English class was a gifted and talented musician. If you had asked me which of my students was the most intelligent, I couldn't have answered because my students were obviously intelligent in many different ways.

Gardner's theory gave me a way to talk about these differences in my students. His theory of multiple intelligences originally identified seven intelligences: linguistic, logical/mathematical, visual/spatial, bodily/kinesthetic, musical, interpersonal, and intrapersonal. The initial list of intelligences was not meant to be final or exhaustive. Gardner has since added an eighth intelligence—naturalist—to

his theory. The point is not the exact number of intelligences, but simply the plurality of the intellect. Each person has raw biological potential, yet we differ in the particular intelligence profiles with which we are born and the ways in which we develop them.

The Eight Intelligences

Bodily/kinesthetic intelligence is defined as the ability to use the body to express ideas and feelings and to solve problems. This includes such physical skills as coordination, flexibility, speed, and balance.

Intrapersonal intelligence is the ability to understand yourself—your strengths, weaknesses, moods, desires, and intentions. This includes such skills as understanding how you are similar to or different from others, reminding yourself to do something, knowing about yourself as a language learner, knowing how to handle your feelings, such as what to do and how to behave when you are angry or sad.

Interpersonal intelligence is the ability to understand another person's moods, feelings, motivations, and intentions. This includes such skills as responding effectively to other people in some pragmatic way, such as getting students or colleagues to participate in a project.

Linguistic intelligence is the ability to use words effectively both orally and in writing. This intelligence includes such skills as remembering information, convincing others to help you, and talking about language itself.

Logical/mathematical intelligence is the ability to use numbers effectively and reason well. This includes such skills as understanding the basic properties of numbers, principles of cause and effect, the ability to predict, and using simple machines.

Musical intelligence is sensitivity to rhythm, pitch, and melody. This includes such skills as the ability to recognize simple songs and to vary speed, tempo, and rhythm in simple melodies.

Naturalist intelligence refers to the ability to recognize and classify plants, minerals, and animals. It is also the ability to recognize cultural artifacts like cars or sneakers.

Visual/spatial intelligence is sensitivity to form, space, color, line, and shape. It includes the ability to graphically represent visual or spatial ideas.

Theoretical Bases for MI Theory

MI theory is framed in light of the biological origins. In order to arrive at the list of eight intelligences, Gardner consulted evidence from many different sources. He identified basic criteria that each intelligence must meet in order to be considered an intelligence. Only those intelligences that have satisfied all or a majority of the criteria mentioned below were selected as bona fide intelligences.

- Brain damage studies. A person can lose ability in one area while others are spared. If this is so, how can there be a single intelligence?
- Exceptional individuals. We can see intelligences operating at high levels in some individuals.
- Developmental history. Each intelligence has its own developmental history—its time of arising in childhood, its time of peaking during one's lifetime, and its time of gradual decline.
- Evolutionary history. Each intelligence has roots in the evolutionary history of man.
- Psychometric findings. We can look at many existing standardized tests for support of the theory of multiple intelligences.
- Psychological tasks. We can look at psychological tasks and witness intelligences working separately. For example, mastery of a specific skill such as reading will not affect one's ability to play tennis.
- Core operations. Each intelligence has a set of core operations. For example, core operations of musical intelligence include discriminating pitch or varying rhythm. A core operation of linguistic intelligence would be remembering information; a core of operation of naturalist intelligence would be classifying.
- Symbol system. Intelligences are susceptible to being symbolized; for example, the symbols may be musical notes, visual images, or mathematical equations.

What Educators Like About MI Theory

There are at least four aspects of MI theory that educators find attractive. First, according to the theory, each person possesses all eight intelligences, and in each person the eight

Gardner's Multiple Intelligences

- **Bodily/ Kinesthetic Intelligence**

- **Intrapersonal Intelligence**

- **Interpersonal Intelligence**

- **Linguistic Intelligence**

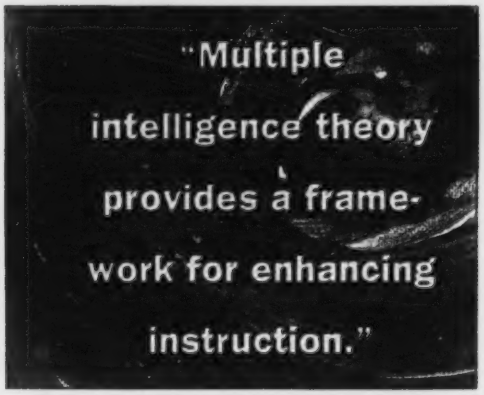
- **Logical/ Mathematical Intelligence**

- **Musical Intelligence**

- **Naturalist Intelligence**

- **Visual/ Spatial Intelligence**

intelligences function together in unique ways. Second, the intelligences are not static, rather they can be developed. Gardner suggests that everyone has the capacity to develop all eight intelligences to a reasonably high level of performance with appropriate encouragement, enrichment, and instruction. Third, the intelligences work together in complex ways. No intelligence really exists by itself in life. Intelligences are always interacting with each other. Finally, there are many different ways to be intelligent. There is no set standard of attributes that one must have in order to be considered "intelligent."



Developing Lesson Plans and Curricula Using MI Theory

When Howard Gardner developed MI theory, he was not designing a curriculum or preparing a model to be used in schools. Nevertheless, educators have taken the theory, put it together in different ways, and applied it to their lesson planning and program and curriculum development. MI theory is attractive to us as English language educators because it helps us understand the diversity we observe in our students and provides a framework for addressing this diversity in our teaching.

Embracing MI theory in our teaching does not mean that we must overhaul every course and change the existing curriculum. Rather, it provides a framework for enhancing instruction. "Unlike most educational reforms, it is not prescriptive. Its broad view of human abilities does not dictate how and what to teach. Rather, it gives teachers a complex mental model from which to construct curriculum and improve themselves as educators." (Campbell, 1997, p.19)

In the past few years, I have been using an MI approach to developing language activities and lesson plans for my classes. The transition was an easy one in terms of the workload and impact on my time although it certainly did require a shift in my thinking. With each activity I did in the classroom, I listed all of the intelligences that would be developed by including it in my lesson plan. It took only a few minutes of my time each day. Once I had tracked my daily classroom activities with an MI focus, I began to look at the overall lessons and curriculum in the course. What intelligences were being developed in each lesson? unit? the entire course? What opportunities were my students getting to develop all eight of their intelligences?

Although this simple technique did not take me long, it dramatically changed the way I thought about my classes. My activity entitled "Problem Solving" from a unit on social responsibility (p. 13) demonstrates a focus on a principle intelligence in a lesson as well as a number of other intelligences. These different intelligences are played out in the objectives identified for the activity. I now look at each activity I do within a lesson as contributing to the overall development of my students' intelligences. I no longer look at the things I do in my class as simply a way to improve my students' abilities in English. This simple change in the way that I approached lesson planning did not mean that I had to overhaul everything. I was able to work this new way of thinking into my busy life as a teacher.

As ESL teachers plan lessons, there are many ways to help students develop all of their intelligences. Second/foreign language lessons that include physical challenges will help students develop their bodily-kinesthetic intelligence. Allowing students to express their own preferences and acquire an understanding of their own styles of learning will develop their intrapersonal intelligence. Interpersonal intelligence develops through working with others and resolving conflict. Teachers can support linguistic intelligence by creating a rich print environment—things to look at, listen to, and write about. Logical/mathematical intelligence will develop as students use manipulatives for experimentation with numbers and simple machines or computer programs that promote thinking about cause and effect. Lessons that use tape recorders for listening, singing along, and learning new songs will help students develop their musical intelligence. The naturalist intelligence will develop as students are encouraged to focus their attention on the world outside the classroom. Teachers can help students develop spatial/visual intelligence by providing many opportunities for visual mapping activities and by encouraging students to vary the arrangements of materials in space, such as by creating charts and bulletin boards.

It takes patience, time, imagination and creativity to bring a new theory into one's teaching. As teachers we all have different intelligence profiles and strengths in the classroom. I believe that if we all understand and work from our own personal strengths, we can be effective English language teachers. My experiences with MI theory are a testimony to the meaningful and rich opportunities that await you.

Mary Ann Christison, Ph.D., is a professor and the director of graduate studies for the linguistics department at the University of Utah in Salt Lake City, Utah.

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A Lesson Plan with an MI Focus

This lesson plan entitled "Problem Solving" has a multiple intelligence focus and is taken from a unit on social responsibility in *A Guidebook for Applying MI Theory in the Second Language Classroom* by MaryAnn Christison, Ph.D. (Alta Book Center Publishers).

PRINCIPLE INTELLIGENCE: Logical/Mathematical
TITLE: Problem Solving
AGE GROUP: Middle School to Adult
LANGUAGE LEVEL: Intermediate to Advanced
OTHER INTELLIGENCES DEVELOPED: Linguistic, Interpersonal, Intrapersonal, Visual/Spatial.
OBJECTIVES:

- to develop skills in working together successfully with others
- to develop skills in thinking logically
- to teach children problem-solving strategies
- to learn the language in English for talking about solving problems
- to help students develop a textual/visual map for problem solving

Materials Needed: One handout for each student or each group, depending on how you want to process the information.

Procedures: Divide students into small groups of three or four. Give each student a handout with one of the problem stories (see below). You may use different stories with different groups. Be certain all students within the same group have the same problem. Select the problems so that the content will be most interesting to the group of students with whom you are working. The content of the problem needs to be consistent with content of the unit on which you are working. Unrelated problem-solving tasks are less effective than those tasks that are related to the content of an entire unit.

Ask the students to read a problem story and follow the steps outlined in the problem. Each group should appoint a leader (to make certain that everyone understands the problem and participates in the discussion), task master (to keep the group on task), and a note-taker (to record the decisions of the group). Once groups have completed the task, follow up with a large group discussion and sharing.

Logical/Mathematical Handout
Problem #1 "Where's my bike?"

Directions: Read through the problem carefully. Follow each step carefully. Choose a secretary in your group who will record the answers.

You and your family live in an apartment complex where there are many young parents with children. Your little girl, Jennifer, just received a new bike for her birthday. Last week when your daughter went to get her new bike from the front porch, she found the bike missing. You searched the immediate area with no luck. You also posted signs in the laundry and in the entrances to each building in the complex. Still, no one has responded. Last night, when you were doing laundry, you noticed a young girl, about your daughter's age, come into the laundry to get a drink from the soft drink machine. She was riding a bike just like your daughter's, including the padded seat cover you had made. You asked the little girl about the bike. She said she got it for her birthday about a week ago. You find out where the little girl lives and visit her parents. They claim they bought the bike but get upset when you ask them to show you a receipt. You know that the family has little or no money (You don't have much either!), and you know the little girl loves her bike (Your little girl does too!). You are certain that the bike belongs to your little girl. What should you do?

Steps to solving the problem.

1. Identify the problem. Write it down in your own words.
2. With your group, think of three different ways to solve the problem (i.e., three different solutions). Write down each solution.
3. Next to each solution write down one strength and one weakness for each solution.
4. Finally, make a recommendation for one primary solution from your group.
5. Choose someone from your group who can be the spokesperson during the large group sharing.
6. Use the chart below to help you.

PROBLEM-SOLVING CHART

Student Name(s) _____

Name of Problem	Identify the Problem	Solution #1	Solution #2	Solution #3	Final Recommendation
		Strength: Weakness:	Strength: Weakness:	Strength: Weakness:	

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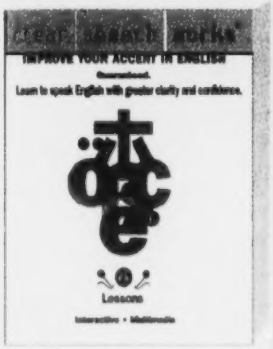

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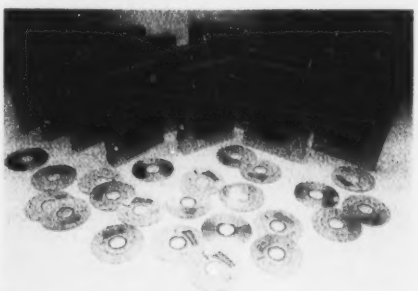

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Wordprocessor Revision Features for Multiple Learning Styles

Word processors were among the first pedagogically revolutionary computer applications. It is hard to imagine writing as a process of multiple drafts and extensive revisions without this tool. The present generation of word processors also offers some great features for peer and teacher comments, features that respond to the needs of students with a variety of learning styles. The directions given here are for Microsoft Word 6.0.1 (1995), but most word processors have good Help files and offer similar functions.

One nifty device is the "callout," little boxes in the margin that look like a cartoon character's bubble (see Figure 1). If you don't already have your Drawing toolbar open, select Toolbars from the View menu, and check Drawing. On the Drawing toolbar you will find two buttons: Callout and Format Callout. Open Format Callout to select the shape of your note. Simply type in the box to leave a message (Figure 1). Use the Line Color tool, the little paintbrush, to set the color of the border. Or you can fill in the background (the Paintcan tool) and change the font colors from the Format menu. Click and drag the callout to get the size and shape you want.

Maybe your students are aural learners. More writing won't get your point across like an audio annotation. In the Insert menu, click on Annotation and then on the little cassette icon (circled in red in Figure 2), which will open the recording window. After recording your comment, be sure to click Save before closing it. Once you have saved your recording, the student clicks once on the megaphone (lower window) to hear your message. Highlight the passage you want to comment on before annotating with text and/or audio.

With the All Reviewers option (see the window in Figure 2), all students in a peer editing group can make text and voice comments under their own initials. The reader sees all the comments at once, each one tagged by the local workstation. The Revisions function (Tools Menu) has a similar feature, coding each workstation's comments in a different color (see Figure 3).

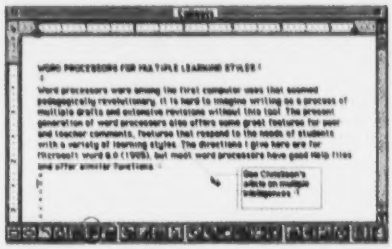

Figure 1. Callouts in color focus attention for the visual learner.

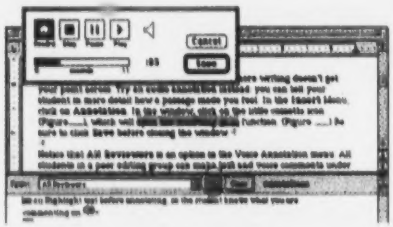

Figure 2. The cassette icon in the Annotation feature allows you to record your comment.

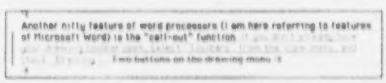

Figure 3. The Revisions function allows students to see each peer's comments in a different color.

These different functions may work for your students. I hope you experiment with them.

Elizabeth Hanson-Smith can be reached at EHansonSmi@aol.com

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Voice of America's Special English 40th Anniversary

BY MARK B. LEWIS

"It can't be done. Don't try it," warned experts in American universities. "Take that radio program off the air," American embassies overseas urged Washington, "It's insulting and demeaning." Foreign listeners disagreed.

Today, Voice of America's Special English program is arguably the most unique and successful program in the history of international broadcasting by the United States, and yet hardly anyone in this country ever has heard of it. Forty years ago this month, on October 19, 1959, a veteran radio announcer named Paul Parks walked into a broadcast studio of the Voice of America, sat down in front of a microphone and told the world for the first time: "This is the Voice of America broadcasting in Special English."

The Voice of America (VOA), principal international radio system of the United States, has been broadcasting since February 24, 1942—79 days after the United States entered World War II. Today, VOA broadcasts news and features in 52 languages, including English. According to VOA, 91 million listeners tune in to its programs each week.

When the first Special English broadcast went on the air, Paul Parks began reading a 10-minute news program slowly and carefully. He read at nine lines a minute (90 words), as opposed to the usual 12-14 lines a minute (130 words) in VOA broadcasts and the more conventional 15 lines or more in commercial broadcasting in the United States. Parks' rate of delivery had to be slow enough so that each word would be clearly understood by shortwave listeners. And the words were in simplified English, designed for those with limited English proficiency.

There was no model and no precedent for such a broadcast in slow-speed English using simple words. It was an experiment and a gamble. Would anyone listen to such a program? If they listened, would they respond?

Reaction came swiftly from American officials in embassies abroad. They groaned and criticized the broadcast as "baby English." That's exactly what language professors had predicted after VOA had commissioned several American universities to conduct feasibility studies on whether it was possible to broadcast news and information in a simplified form of the English language.

There are more than a half-million words in the English language. VOA wanted to know if only 1,000-1,500 words could be used to bring news and information to people around the world. The universities advised that it was impossible.

The late Paul Parks read the first Special English news program in 1959.

VOA officials decided to go ahead with the experiment anyway. All they could say to the professors and embassies was that the program was not designed for the ears of Americans and was not meant for Americans. Two weeks after the first broadcast, mass reaction from foreign listeners began to arrive at VOA, and it was surprisingly favorable. The audience was much larger than anticipated.

"The program is excellent. Local people can follow every word," stated a letter from Baghdad. "The program is especially valuable to young people," said a letter from Cairo. A writer from Senegal declared, "The simpler yet complete reporting of the news is wonderful."

The longer Special English stayed on the air, the more listeners it gained. Americans living abroad still didn't like it. They said it was too slow and too simple. But non-Americans who spoke some English sent hundreds of letters in the first month praising the broadcasts, and foreign teachers began using recordings of the programs to teach their students. American Peace Corps teachers abroad did the same and are still doing so today.

Three hundred to five hundred letters of praise and thanks for Special English arrive at VOA every month from foreign countries, as well as 300 e-mails a month, the majority from China.

What began as an experiment 40 years ago this month emerged as a new craft. Writers learned how to use short sentences and no idioms in the news. Announcers learned to speak slowly. Something new was developed in shortwave broadcasting that was uniquely the product of the Voice of America.

So now, an American radio program that started as a gamble has been on the air every day for 40 years—a program that speaks to the world in a simplified vocabulary of only 1,500 words in slow-speed English. A smiling turtle, appropriately, is the program's logo on its literature.

The Need for Special English

Why was such a program initiated? Who were the initiators? What was their purpose? Why was the program given the name Special English? Has the program tangibly improved the ability of millions of people to understand spoken English and to understand more about America —its people, history and culture?

Back in 1959, the director of the Voice of America was Henry Loomis, an energetic 41-year-old Harvard graduate who had served on government committees dealing with international communications. As head of VOA he traveled

abroad extensively, meeting with foreign officials and non-officials. He always returned to Washington with the same frustration: his language skills and their English were limited, making communication difficult. His travels also confirmed a trend that VOA had been noting and watching: the English language was emerging as a common denominator of the post-war era, a truly international language, a force of attraction. People of all ages revealed a hunger to master it as a window on the world, as their personal stake in the future. "Can't VOA lend them a hand?" Loomis asked.

He turned to his program manager, Barry Zorthian, and asked him to fashion a broadcast tool which would enable anyone with a minimal knowledge of English to acquire information. "Our purpose was not teaching English," Zorthian says today. "What we wanted was to convey information to listeners who had a limited knowledge of English."

As a veteran VOA news chief, Zorthian had also recognized that people throughout the world who were nonnative English speakers had reported some difficulties understanding the complex structure and phraseology of VOA news, and they were more familiar with a British accent than an American accent. So he wondered whether a somewhat simplified vocabulary and simple phraseology might be more effective. This idea was discussed at length and the concept of a limited-vocabulary broadcast grew.

"The academics really did not do us much good. They helped some, but we had to develop it ourselves," Zorthian said. He put together a small team of young people to develop a limited-English vocabulary that would reduce more complex words to their simplest form.

Circa 1960, the Special English staff add finishing touches just before a broadcast. (L to R) Henrietta Means; Charles North; Hal Berman, Chief; Herb Sutcliff.

Developing a "New" English

For months the team studied scripts of VOA news broadcasts and other features and tapes of other broadcasts, looking at the frequency with which words were used at the time. Many of these words were common in ordinary, everyday English, but many of them were peculiar to international communication. The task was to combine the words of ordinary discourse with those that are peculiar to the conveyance of news and information. The VOA team developed a tentative list of words that could be used. Most of them were common, everyday words of the English language such as *man, farm, talk, today* or *yesterday*. Other words were necessary for reporting world events, words such as *treaty, aggression, disarmament, agenda*, and *compromise*.

Thus the first rule the VOA team established for their new kind of English was to limit the number of words that could be used to write the programs. The second rule was to join everyday words with those needed for reporting world news in short sentences that were easy to understand. The third rule was for the announcer to speak slowly and carefully so that each word was clear.

Last May, when Israel elected Ehud Barak as its new prime minister, VOA's standard English news broadcast began "Israeli Labor Party leader Ehud Barak has won a decisive election victory over incumbent Prime Minister Benjamin Netanyahu—who has already conceded defeat." The VOA Special English broadcast that day began "Israeli Labor Party leader Ehud Barak has been elected the next prime minister of Israel."

Finding a name for this kind of slow-speed program was a challenge that produced hot debate within VOA. There was general agreement that people might not listen if the name seemed to suggest that it was only for students or for people wanting to learn English or who did not understand English well.

Some proposed the names Short English, Basic English, American English, and Simple English. All were rejected. A decision was made to call the program Special English. No one really liked this name, but no one could think of a better one. So Special English it was. Today, 40 years later, the thousands of testimonials from listeners over the years show that the program has unquestionably assisted in the expansion and nurture of English as an international language.

Expanding Special English Programming

The enormously favorable worldwide reaction to the program during the first two years inspired the resourceful, hard-driving Zorthian to expand his horizon. News in Special English was not enough. He ordered the addition of short feature programs in slow-speed English right after the news. Features in Special English, he argued, could also help foreign listeners acquire a better understanding of what America is about and what its people represent.

Ever since the early 60s, therefore, the Special English half-hour broadcast has included two, slow-speed features each day after the news. "This is America" is about life in the United States. "The Making of a Nation" is an American history series. "American Mosaic" is about American music, books, movies. "Words and Their Stories" provides explanations of American sayings. Other features are "20th Century Americans" and "American Stories," adaptations of short stories by famous American writers. Features on science and agriculture are also part of the mix.

American stories by authors such as Jack London, Herman Melville, Mark Twain, Nathaniel Hawthorne, Washington Irving, and Edgar Allan Poe became so popular with listeners that VOA put the text of each broadcast into a booklet that listeners request by the hundreds each month. Similarly, thousands of the *VOA Special English Word Book* and *Words and Their Stories* have been distributed in booklet form in response to listeners' requests.

Response from Around the World

The current annual cost of Special English is $816,000. It is one of the best investments VOA has ever made, according to former director Henry Loomis. The current management is especially gratified by the growth of the listening audience in China. As mentioned, hundreds of e-mails about Special English come from there each month, including these two recent messages: "I have heard that this October will be the 40-year anniversary of VOA Special English program. I would like to convey my congratulations. I am a constant listener. I am a 54-year-old Chinese man, a food processing technologist. I began listening to VOA Special English in 1980."

"I love your Special English. I am a serious listener since the early 1980s. I am now in my late forties. I am using this program to teach my two sons."

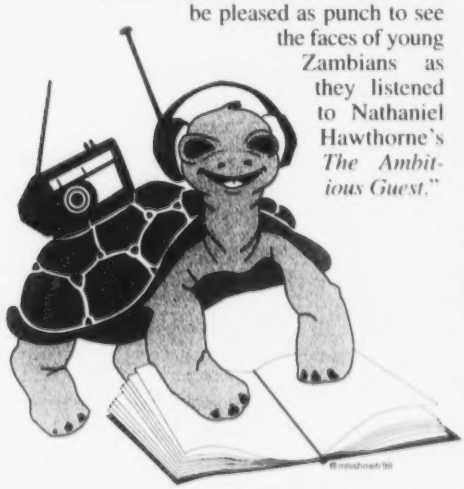
Not all the e-mail from China has

been positive. There was angry Chinese reaction after NATO mistakenly bombed the Chinese embassy in Belgrade on May 7 this year, and the amount of e-mail from China to VOA Special English dropped sharply but quickly returned to the usual level in a few days.

Special English scripts on the history of medicine have been used as teaching materials at Beijing Medical College and Jiangxi Medical College. Special English tapes are used by professors at several Chinese universities. "The materials are more precious than diamonds to me," one professor wrote. Central Peoples' Broadcasting Station in Beijing has rebroadcast VOA Special English tapes on their weekly program "English on Sunday."

A sampling of audience mail from other parts of the world illustrates the global influence of Special English. Writing from Ethiopia, high school student Tewodros Solomon said, "Thanks to Special English, I can get up-to-date information on science, agriculture, environment, current news, music, movies, and a chance to know more about the history of the United States."

From Mbala, Zambia, "You would be pleased as punch to see the faces of young Zambians as they listened to Nathaniel Hawthorne's *The Ambitious Guest*."



VOA's Special English logo.

Special English has a large audience in Africa. Tarzaar Addai, writing from Nigeria, reports listening to the program for 20 years. "I find Special English the ideal language for shortwave reception because its slower speed and clear pronunciation ensure that words are not lost. I want to know about the First Lady in the Lincoln Presidency, Mary Todd, her birthplace and married life, and number of children."

Special English regularly receives such queries. Jesus Evelio Munez of Bogota, Columbia asked recently, "How is the educational system in your country? How is its quality? What is the difference between public schools and private schools?"

Listeners in Iran and Cuba tell VOA how Special English affects their lives. An e-mail from Teheran stated, "Many times I wanted to write letters to you, but I was afraid because I was not sure I could write in a way that could reflect what was in my heart. I thank you because you did something that no one could do. I suffer from visual problems, so your programs helped me a lot."

A writer from in Ciudad Habana, Cuba said, "I'm sure that you are not able to imagine how many people listen to you every day. You broadcast the most important news and later give us important reports about science, environment, agriculture and then follow with the 15-minute programs about all the things people are interested in."

More students in the newly independent states of the former Soviet Union are listening to Special English. In April this year, four students in Tajikistan signed an e-mail to VOA, saying, "Our English is improving, thanks to your program. But we want to improve our vocabulary. Please send us the Special English Word Book and possibly some tapes for phonetic training."

Although the program was not designed as an English-teaching device, when foreign listeners report that it improves their spoken English and their understanding of the language, this is a plus in the eyes of VOA for three reasons. It increases the prospect of positive attitudes toward the United States and greater understanding of America. It stimulates listeners to tune in VOAs broadcasts in standard English and improves communication in the field between Americans and local citizens.

Expanding the Vision

Henry Loomis, now 80 and retired in Florida, is scheduled to be in Washington this year as guest of honor at a VOA celebration marking the 40th anniversary of Special English. He headed VOA during both Republican (Eisenhower) and Democratic (Kennedy) administrations. He was never without ideas and encouraged others to suggest constructive innovations. He had an experimental cast of mind, and this hasn't changed. In an interview for this article, he posed two questions: "Can Special English be done or adapted for television?" and "Shouldn't there be an amendment to the current law that would allow VOA Special English materials to be used in the United States for immigrants to these shores?"

Henry Loomis, former VOA director.

The Smith-Mundt Act of 1948 prohibits the dissemination of VOA materials in the United States, but Congress occasionally makes exceptions, and Loomis believes that VOA Special English should be exempted from the rule in order to improve the ability of immigrants to understand spoken English. Approximately 700,000 - 900,000 immigrants come to America each year, according to the U.S. Immigration Service.

In its 58 years of broadcasting, VOA has had many success stories, but few of them rival the story of Special English. Dobrin Tzotzkov of Sofia, Bulgaria, recently sent a letter to VOA eloquently explaining why he regularly listens to Special English: "The sounds of VOA Special English fill my room every morning when I wake up and raise the curtains. Your program has become an inseparable part of our daily life—a unique window into the world, a model of clear, exact and straightforward language, a never failing source of hope, confidence and joy. You enrich the mind with your cultural, historical, social and science programs. People often ask me, 'How, where and when did you and your family learn so much about mankind, earth, space? How did you manage to collect so much faith and confidence?' My answer is VOA Special English—Thank you!"

Mark Lewis is a retired foreign service officer. He served in the Middle East, India and Africa.

Linguistic Laughs

During my recent trip to Spain, I was eager to use the Spanish I was learning and just as eager to have good relations with my host family. At one point, when I asked my host mother in Spanish, "Am I bothering you?" she only seemed to become more aggravated. Imagine my dismay when I realized that I was actually saying "You are bothering me!"

—Justin Woodruff, Annapolis, MD

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ESL MAGAZINE

When everything goes right in the job application process, you get a job offer and you accept it. But when you don't, do you know why? Sometimes you don't even know if you did something wrong, yet here you are, without a job.

Susan Matson, director of field operations for ELS Language Centers, offers the following advice, "With most responses to a job posting arriving by e-mail, the greatest mistake is assuming that the same style used with friends also works for employers."

In other words, regardless of how you respond to a job posting, electronically or otherwise, you should treat it as professional correspondence. Whether e-mail or paper-based, responses should look the same. Avoid an "overly informal approach" (e.g., slang, use of the employer's first name). These are potential employers, not friends.

Another mistake that people often make is not following the established procedure at the hiring institution. Matson asserts that applicants who attempt to "circumvent the standard request for cover letter, résumé, and references" are doing themselves no favors.

Matson also states that you should "stops mistakes before they happen." No cover letter or résumé should have any spelling or grammatical errors. Use the "spell check" on your computer, but also invite colleagues to proofread your documents for you. I have talked with a number of employers who automatically dismiss applicants whose paperwork contains mistakes.

Remember, you are applying for a job teaching English. Your application will definitely be viewed as a sample of your writing ability and grammatical knowledge. Since the assumption with most employers is that this is a sample of your best work (as it should be), the potential employer will likely assume either poor English skills or poor attention to detail—neither of which will help you in your job search.

Thomas Nixon can be contacted at editor@teachEFL.com.

Preparing Students for Higher Education

BY TRUDY SMOKE, PH.D.

Some 700,000 immigrants enter the United States every year. In the City University of New York (CUNY), one of the country's largest urban public universities, 50% of the students speak native languages other than English. Many of these students are immigrants or children of immigrants; others are foreign students studying in the United States. If President Clinton's goal becomes a reality, more and more of our high school students, including ESL students, will attend at least two-year community colleges if not four-year colleges and universities.

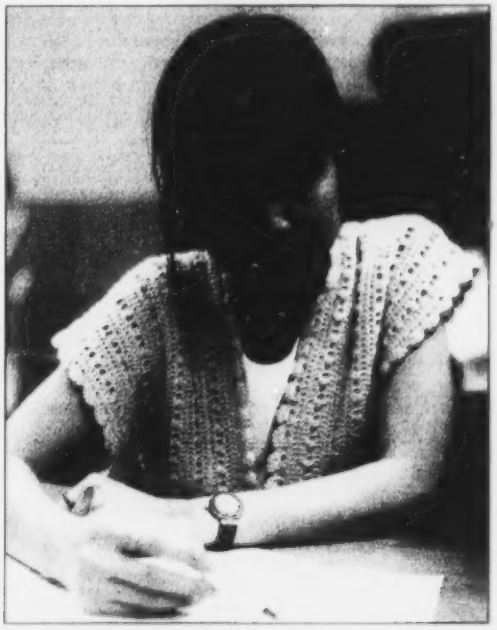
These statistics remind us that there are many students whose academic success in higher education will be influenced by language issues. English language teachers need to prepare students for higher education and assist them in getting over the hurdles they face. This may involve equipping teachers in all disciplines, not just ESL, to be better language teachers and to support language learning in their courses.

What Students Want

I asked students in my college what they thought high schools should have done to prepare them better for college? They told me that students needed more challenges as well as more support in high school. Students who had received A's in English but who had been placed in ESL writing and reading classes in college were angry and confused. They complained that they had spent too much time in high school doing exercises and writing short book reports and wished they had been required to do more demanding writing, gotten feedback on their writing, and had been given the opportunity to write multiple drafts. They thought not enough importance had been placed on good study habits and test taking skills; they also thought, however, that colleges relied too much on college placement exam scores. Some students felt betrayed by high school programs that had not helped them build the critical thinking, reading, and writing skills they needed to pass the exams.

The Test Hurdle

America is becoming test-obsessed. The last two years of high school are spent preparing and testing students to such a degree that students may feel they have been denied a "real" education. Yet with all this preparation, ESL students often score poorly on university placement exams in reading and writing. One may question the construct of these tests and the conditions under which students take them, yet these tests have consequences, often very serious ones. In many public university systems in the United States, students that do not pass the college placement exams are forced to attend community colleges even though their grade point average and other academic indicators may suggest that they could be successful in four-year schools. In some of these colleges, ESL students are admitted conditionally if they have done poorly on tests, but they are given only a limited time to improve their scores and pass appropriate courses.



Preparing students for higher education must be a cross-disciplinary effort.

ESL teachers have two responsibilities in these circumstances. First, we need to inform students of and prepare them to some degree for the tests they will have to take. Second, we need to do everything possible to have better tests put into place so ESL students do not enter college feeling like failures before they have even been allowed to register for a course. In our own communities, we should visit colleges and find out what assessment measures are used to evaluate students for admittance. If, as in many colleges across the country, students will be required to pass a short (30- to 60-minute) essay exam, teachers should consider how they can include more writing across the disciplines. If students will be required to take a timed reading exam, teachers need to teach students the specific reading skills needed for multiple-choice tests. Students from countries where they have never taken a multiple-choice test will be at a disadvantage.

At CUNY we have offered short preparation courses for students who have come close to passing these exams but are in danger of not being accepted to our school. Although I am philosophically opposed to such cram courses, I have seen marked improvement in the scores of students as they learned techniques for reading, interpreting, guessing, and time management on exams such as these. Across the disciplines and across the grade levels, we should consider introducing students to the test-taking and study skills involved in taking standardized multiple-choice exams. This may need to become part of the curriculum in preparing ESL students to enter college.

Debunking a Myth

The English language programs of many school systems are predicated on the myth that students can learn English in just two semesters or one year. They seem to believe that once students have "finished" ESL classes, they will not need additional help with language development or academic skills. In reality, from elementary school

through high school, students for whom English is a new language are learning to listen, read, write, and speak in English as they study social studies, math, science and other subjects.

English language teachers need to impress on all school faculty that acquiring a new language takes time. Jim Cummins (1989) has said that for elementary and secondary school children, it takes at least four or five years before students are performing as well as native English-speaking peers and that it may take even longer for disadvantaged children (p. 26). Cummins (1980) cites research that has found that puberty may be a critical point in language learning and that after this time, it becomes more and more difficult to attain native-like competency. Whether or not students can attain native-like competency, it is important to recognize that language learning takes time and requires institutional support.

In addition to the fact that language acquisition is a long process, there is also the reality that many ESL students are learning new academic skills. They may have been educated in environments where it was not appropriate to ask questions, interact with teachers, or work with peers. They may be unsure of the conventions for proper citation and may violate rules regarding plagiarism. They may have little familiarity with listening to lectures, note taking, or uses of advanced technology. Some may not have experience with multiple-choice tests or with writing impromptu essays about unfamiliar topics.

Support Across the Disciplines

As students progress through school, it is critical that those outside the ESL discipline become aware that although nonnative English-speaking students reach a point at which they no longer need ESL classes, they often still need assistance in language development. For this reason, all teachers need to develop some understanding of ESL learners and of specific strategies such as these that will make their teaching more effective for these students.

1. Make writing integral to every class. Students learn to express themselves more clearly in English if they write in every class. In math classes, for example, students can write out problems. On tests, students can be required to write about their process for solving a problem. In all classes, students can keep learning journals in which they write about what they have learned. This activity can be reserved for the five or ten minutes at the end of each class. These journals may be collected immediately or once a week, and the teacher may write a short response to the students' ideas.

Many teachers require students to write summaries of textbook readings or responses to literary readings. These may be duplicated for sharing ideas with the class or with small groups or may be responded to and returned to the student.

Knowledge develops through writing about subjects related to course work. Many teachers find it useful to encourage students to write a first draft to be shared with the teacher, a tutor, or with a peer group. The student then becomes responsible for incorporating comments from peers or others into subsequent drafts.

Final exams in all courses should include at least one essay question to allow students to analyze, interpret, and discuss what they have learned about the subject.

2. Recognize that all errors are not alike. When responding to writing, teachers should focus more on substance than on structure. Students need the opportunity to communicate in English through writing, and teachers need to provide feedback on the writing. When doing this, teachers need to keep in mind that certain features of English are learned later than others and that some errors are more serious than others.

This is not meant to devalue the importance of learning the rules and regularities of English. In our ESL classes, we teach the formation and use of tenses, basic sentence structure, and acceptable word order in English. Students are introduced to the importance of consistency of tense in a paragraph. They need to have an awareness of subject and verb agreement and of subject and pronoun agreement. Students should know how to correct fragments and run-on sentences. By the time they have completed ESL classes, they should have developed a knowledge of punctuation, sentence beginnings and endings, and paragraphing. All these concepts will continue to need reinforcement as students write for various classes.

ESL learners may continue to have difficulties with the irregularities of English many semesters into learning the language. Preposition use, idioms, or article use are some of the features of English for which there are no simple, hard and fast rules. It is also easy to confuse possessives and contractions: "It's seven o'clock now. The clock is broken, and its hands are stuck on seven o'clock." In addition, some ESL students overgeneralize rules and, for example, might confuse verbs that do not change their form in the past tense such as *put* and *cut*. These students apply the general past tense rule and add "ed" to these verbs. Errors with prepositions, articles, possessives, and overgeneralizations may be pointed out to the students, but they should not by themselves cause the student to be downgraded or failed. Most ESL teachers also agree that spelling errors, unless they impair meaning, are not serious. Teachers need to be patient.

Deciding how to respond to errors, whether to circle, correct, or ignore, is a personal decision each teacher has to make. Some ESL teachers think that errors should be pointed out only if they mar communication. Others believe that teachers should focus on patterns or groups of errors and not mark up a student's entire paper. I prefer to look for patterns and, when possible, to meet with students to discuss their writing. I rarely make corrections in journal writing or in freewriting, types of writing done for self-expression and idea generation.

3. Include reading in every class. Because of limited vocabulary and unfamiliarity with the structure of English, many ESL students struggle with read-ing assignments and take longer to do them than native speakers of English. Moreover, various texts are read differently; for example, a short story is read differently from a chapter in a textbook. This is true for ESL students as well. While the redundancy of vocabulary and similarity of structure in a textbook may ultimately increase the ESL student's comprehension, reading short stories by different authors with a variety of styles can sometimes impede it.

When I have linked my ESL writing classes across disciplines with history or social science courses, I have found that ESL students struggle with textbook readings for the first month. As they become familiar with the vocabulary, the structure of the writing, and the organization of the textbook, the reading becomes more comprehensible to them.

Teachers need to keep in mind that students benefit from discussing or writing about what they have read. Reading and memorizing large amounts of material without developing a context for understanding leads to rote learning. As part of creating a context, teachers may want to fill in details when discussing recent events in history, including references to politicians, writers, books, movies, or events in order to help students place these in their frame of reference and build their own context.

4. Promote verbal communication in the classroom. Many teachers are concerned when ESL students are quiet in their classrooms. Students may have problems expressing themselves in their new language because they are self-conscious about their accents, correctness or precision. Others have difficulty understanding grammar, comprehending new vocabulary, or structuring words in the expected order. Some ESL students may read or write better than they speak. They may need time to think about an answer and may feel nervous or threatened when they are called on. Some ESL students need time to translate from their first language into English.

If students are encouraged to communicate in all classes, they will begin to feel more confident. Teachers can routinely provide extra time for all students to think about answers, allow students to freewrite their ideas before speaking, and form small groups where students can interact with less anxiety. Requiring one- or two-minute prepared oral presentations may also be good practice for ESL students. This is a way to promote tolerance for those who have accents, who are nervous, or who make mistakes. It is also beneficial for ESL students to listen to native speakers express themselves in the classroom. With practice, students can begin to feel more comfortable expressing themselves and communicating in English.

5. Make the structure of the project clear. Teachers should make their expectations explicit and discuss these when an assignment is first given. They should show students samples of work that has met their requirements. If the assignment involves writing, students should be informed about where they can go for help—the writing center, writing handbooks, or the library, for instance.

Some ESL students feel overwhelmed when they see large assignments and therefore leave them to the last minute. To prevent this from happening, teachers should help students create schedules that organize the various parts of the assignment so they can get the work done on time. Creating these schedules help students learn how to organize complex assignments on their own.

6. Break down large projects into smaller parts. Most students benefit from working on smaller goals that lead to the completion of larger projects. Teachers can usually give quicker responses to these smaller components. It is a good idea to require students to consult with the teacher before beginning any large paper or project. Teachers should encourage students to submit early or partial drafts and provide feedback with the opportunity for students to revise these before submitting a final product for a grade.

A reading teacher recently told me that she was disheartened because so many of the ESL students in her reading class (mixed ESL and non-ESL) had not read the novel she had assigned to them the first week of the semester. Although the ESL students had seen the assignment in the syllabus, many of them neglected to set aside time each week to read the book. They planned to read it during the last week of school but found themselves trying to complete other assignments and study for final exams. This teacher would have had a more successful experience if she had set aside class time to talk about a chapter or two a week. Or, if there was insufficient class time, she could have required periodic written responses or journal entries that indicated that her students were doing their reading.

Encouraging students to work on smaller parts of a large project not only gives them incentive to do the work during the semester, it also promotes communication about the project between the teacher and the students. Most likely, both will feel satisfied with the work produced by the end of the semester.

7. Be aware of cultural differences. This is a complex issue, but a critical one. For example, in many societies, children are taught to accept authority without question. Their ability to memorize and imitate is highly valued. Students who are proud of their memory and their ability to reiterate what is "correct" can feel lost or devalued when these abilities are not praised or if their work is penalized for imitation or plagiarism. Students who have been taught to memorize the "right" answer may distrust a teacher who does not provide the answer for them; they may even feel tricked.

In a recent semester, when my ESL writing class was paired with a United States history class, a student did poorly on an exam because he wrote exact phrases and sentences he had memorized from his history book. Even though it was clear that the student did not have the book with him, the teacher perceived his action as copying or plagiarism. She expected him to interpret and synthesize material learned in the class. The student was offended and upset that his ability to reiterate complex and complicated ideas had not been valued by the history teacher. Ultimately, the teacher met with him and explained her expectations to him. He was troubled but able to comprehend the difference in approaches enough so that he performed better on the next exam.

This problem was complicated by the fact that this student did not think it was appropriate to speak to the teacher because he did not want to shame her. Students such as this one, who come from a society in which authority figures are revered, may not think it proper to ask questions or to speak up in class. We expect students to interact with us, ask questions, and on occasion even challenge us. These learning strategies may be unfamiliar to some ESL students. Teachers should encourage class discussion about such cultural differences.

8. Make fewer assumptions about what students know. Not only do students need to find out what teachers know, but teachers need to find out what students know. Students can inform teachers of their background knowledge by making lists of their favorite movies, books, or television shows, for example. Teachers can also participate in these exercises and discussions about what these media teach about the world we live in. Students can also list the current events that have affected them the most and discuss reasons why these events had personal meaning. It is always useful for teachers to participate in these activities and share their own perceptions. To expand their knowledge base, students can be required to read newspapers, news magazines, and watch specific television programs then participate in class discussions.

As colleges accept increasing numbers of ESL and non-traditional students, teachers in all disciplines have to support lan-

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guage learning in their classes, even for students who are no longer in ESL courses. To further support nonnative English speakers, schools must offer a broad range of courses, intercultural activities, and academic counseling so that the needs of all students can be better met. If we are serious about making our schools more inclusive and supportive of difference, then we must find ways to support students as they progress through secondary schools and college. Sensitivity to the needs of ESL students, as well as other groups, will help create a climate in which cultural differences are recognized, discussed, and valued and one that will promote success for all.

Trudy Smoke, Ph.D., is a professor at Hunter College, CUNY. She directs freshman English and developmental English programs. She is author of many professional articles and books, including her most recent book Adult ESL: Politics, Pedagogy, and Participation in Classroom and Community Programs *(Lawrence Erlbaum Publishers).*

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Christine Meloni welcomes suggestions from readers. She can be reached at meloni@erols.com.

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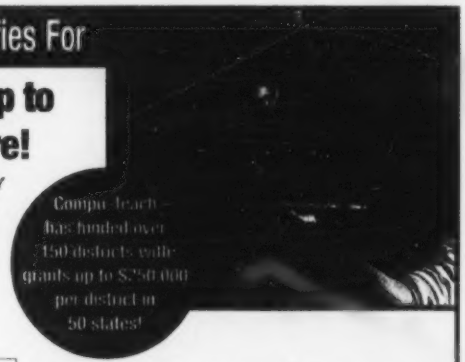

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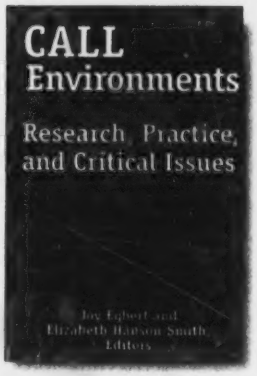
CALL Environments: Research, Practice, and Critical Issues
Joy Egbert and Elizabeth Hanson-Smith
TESOL, 1999

Teachers interested in computer technology for teaching ESL will find many applications in this new book on CALL (computer-assisted language learning). *CALL Environments* is intended for teachers experienced in using computers in the classroom as well as novices who want to explore computers for language instruction. Building on learning and second language acquisition theories, the book explores applications of computer technologies in teaching students of various ages (from children to adults) and in a variety of contexts (single computers in a classroom to networked computers).

CALL Environments is divided into eight sections, each containing three to four chapters. Each part focuses on different topics in using computer technology to enhance language learning, including group interaction, classroom atmosphere, feedback and assessment, learning styles and motivation, and control. The first chapter in each section highlights relevant theory within the topic while each additional chapter provides examples of classroom practice. At the end of each section, the editors present thought-provoking questions and projects for further exploration suitable for use by an individual or a teacher educator.

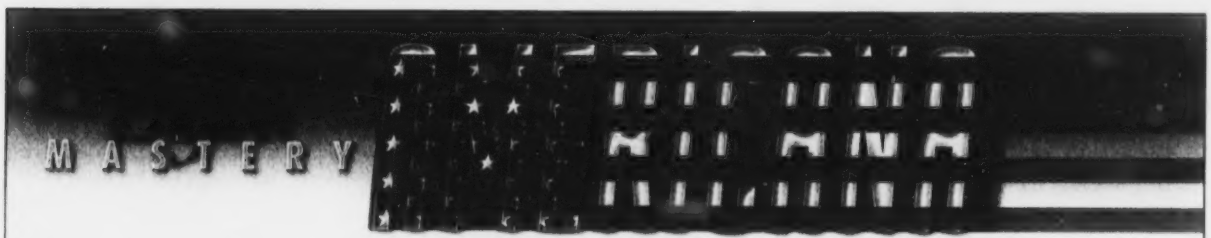


One example of a section in *CALL Environments* is the series of chapters on authentic tasks. The first chapter provides an overview of theory and research in using authentic tasks to promote ESL learning with a special focus on using computer technology. The next two chapters focus on computer software that can be used to teach specific language skills or content such as science. These chapters are especially helpful in suggesting how to utilize software developed for native speakers with nonnative speaking populations. The final chapter in this part presents concrete suggestions for developing a rubric to evaluate software prior to purchase. The questions for exploration in the book ask the reader to apply ideas from these chapters, for example, by developing support materials for content-based software.

A final highlight of *CALL Environments* is a series of appendices which direct the reader to a number of useful resources, including professional resources for using computers in language teaching, electronic forums for teachers and students, teacher and student developed Web sites, free- and shareware, and software publishers with addresses.

CALL Environments will be an extremely useful text both for individual exploration and for use in teacher education courses on using computer technology in language teaching.

Sarah Rilling is an assistant professor at Colorado State University where she teaches TESL and ESL courses through computer technology.



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Teaching English to Brazilian Students

BY VALERIA SILVA, CANDACE BOYD AND RANDY PORTER

An increasing number of Brazilian students come to the United States each year to participate in English language programs. Statistics show an increase of 35% in recent years, making the total number of Brazilians studying in the United States 35,000 in 1998. Their reasons for studying English are as varied as their ages and backgrounds.

Brazil is a federal republic with 26 states and a federal district where Brasilia, the country's capital, is located. It is the largest country in South America and shares common boundaries with every South American country except Chile and Ecuador. An estimated 162 million people live in Brazil. The population is comprised mostly of Portuguese and African ethnic groups. Descendants of Germans, Japanese, Indians, Italians, Jews and Arabs also call Brazil their home.

The official language is Portuguese (Brazilian Portuguese), and the literacy rate is 82%. Brazilian students begin to study English in the sixth grade. For those who can afford it and wish to further their studies, there are private language institutes available throughout the country.

Most of the nation's population live along the Atlantic coastal areas of the eastern states. Industrial activity is concentrated in the southeastern region with 50% of the industrial production in the state of Sao Paulo. The economic history of Brazil has been characterized by a series of economic cycles, each exploiting a single export commodity such as sugarcane, precious metals and gems, and finally coffee. In the last decade, Brazil's economy has become much more diversified. With a gross domestic product of $456 billion (U.S.), Brazil is currently the ninth largest economy in the world, and its economic activity surpasses that of all other developing nations. As the Brazilian economy becomes increasingly international, many Brazilians realize that to keep pace with a rapidly growing global economy and changing technology, they must increase their proficiency in English.

Each year at the Yazigi Language Study Center in Bradenton, Florida, we teach more than 450 Brazilian students in addition to students from 30 other countries. Our Brazilian students represent a wide variety of ages, from teenagers, who make up 30% of our student body, to college students, 30%, professionals, 40%, and retirees, 0.02%. They come most often from middle to upper income classes. They may participate in our English program for only a month or for up to a year. Our Brazilian students come to the United States to study English and learn about a different culture. Their intent is usually to return to Brazil.

Getting to Know Brazilian Students

Teachers who have worked at Yazigi for the past several years have had a great deal of experience with Brazilian students. They are therefore able to share insights regarding characteristics of Brazilian culture that influence students in the classroom, the learning strengths and needs of Brazilian students, and methods used to enhance the learning experiences of Brazilian students.

Students at the Yazigi Language Study Center in Bradenton, Florida.

From our experience, we think of Brazilian students as energetic, friendly, talkative, having a good sense of humor and an enthusiastic, fun-loving nature. Our instructors have found the "partying Brazilian" stereotype to be unfounded. Brazilian students are more serious about learning than their easygoing natures suggest. In fact, Brazilian students can be very competitive in the classroom environment.

One advantage for an ESL teacher with Brazilian students is to be familiar with Brazil and Brazilian culture. Students appreciate teachers who have more than a superficial knowledge of their country, which is true of students of every nationality. Young Brazilians have a better knowledge about the rest of the world than young Americans do, and Brazil is much more modern than many Americans believe. It is not true that all Brazilians like soccer.

Brazilian students' goals are often the same as other ESL students. They want to improve their English skills for professional advan-cement, academic goals, and social interaction. Students whose ESL goals are professional and business-oriented want to learn how to use English appropriately according to the culture, purpose and audience of specific professional and business environments. ESL students who are university-bound or continuing on to graduate school want to achieve mastery not only in their specific field but in academic university-level English as well. On the other hand, some students want to use English to communicate in social settings and environments that are more informal.

Success at All Levels

Our faculty has had great success with the Communicative Approach. The use of realia and creative - thinking activities encourages discussion and consideration of diverse opinions. Learning is further enhanced by students of different linguistic backgrounds studying together and compelling each other to communicate in the target language.

In general, Brazilian students show problems with word order, appropriate use of vocabulary, run-on sentences, spelling, punctuation, syntax, subject/verb agreement, use of articles, translation from Portuguese to English, use of English/English dictionaries, paragraph/composition organization and development.

At Yazigi, proficiency levels are classified as elementary, basic, intermediate and advanced. At the elementary level, Brazilian students' speaking abilities and listening comprehension are limited to a few words and very basic sentences. Their focus is on the acquisition and usage of

basic survival language skills, mainly for oral communication. At this level, teacher guidance must be very high. Practice and review of form, use and meaning, in addition to repetition and reinforcement, should be frequent. Noticeable results can be evident within one to two weeks of intensive immersion.

At this level, Brazilian students often bond with fellow classmates upon whom they can depend for help. This cooperative approach is very effective, especially when English is used exclusively. By being risk-takers in regard to errors and mistakes, Brazilian students develop their oral skills more rapidly in a cooperative group setting.

For elementary level students, teachers need to focus extra attention on several potential problems. For pronunciation, students have problems with past tense verbs ending in *-ed*, pronunciation of unstressed syllables, consonant clusters, and unstressed vowels at end of words, which sometimes become inaudible. As for grammar, students often omit *to* from infinitive structures (e.g., *I want go to the store*), have problems using *it* as subject and object and have trouble using *there is/there are*.

Basic Levels

At basic levels, Brazilians have some difficulty understanding everyday conversation, and although their sentence structure is still weak in accuracy, they can communicate their basic ideas fairly well. However, students have some difficulty communicating emotional needs. At basic levels, teacher guidance should be high. Once students reach an upper basic level, their communication is clearer, more productive, and students feel more comfortable and successful at expressing their ideas. Noticeable results can be evident within three to four weeks of intensive immersion. At this level Brazilian students are highly motivated and need teacher guidance only when bored or confused.

In addition to the challenges highlighted for elementary levels, teachers need to focus extra attention on several potential problem areas. For grammar, students often confuse conditionals, mainly hypothetical/present and past (*If I knew, I would do*, vs. *If I had known, I would have done*). In addition, they also have problems using the correct articles, using the verbs *get, take, make, do, have*, and making the right choice in regards to verb + preposition or adjective + preposition. Adjectives usually follow nouns in Portuguese.

Furthermore, Brazilian students at basic levels often make mistakes when asking questions and using auxiliaries because question forms are marked by intonation in Portuguese. As an example, there is no equivalent of the auxiliary *do* in Portuguese.

With modal verbs, Brazilian students will follow the same pattern of their native language and place the infinitive form after modals, e.g., *He must to do it today*. For writing, many of the writing errors are the same as grammar errors.

Intermediate Levels

At intermediate levels, Brazilian students' listening comprehension is stronger than their speaking ability. This gives them an inflated estimation of their own speaking skills. In many situations, Brazilian students feel they are often misplaced in their conversation classes. They focus on concepts and applications of strategic, discourse, sociolinguistic and grammatical competencies.

Progress is slower at the intermediate levels, much to the students' despair. Clear progress at this level takes a concerted effort on the part of the teacher and the student. Many intermediate-level students have an "I understand, therefore, I know" syndrome. This requires skillful teachers who can devise learning tasks that will show students their progress. Progress awareness is extremely important for intermediate-level students' self-esteem. At the intermediate levels, teacher guidance should be moderate to high, if necessary. Noticeable results can be evident within three to four weeks of intensive immersion.

For this level, teachers need to identify and address potential problematic areas with individual students and encourage them to use English only, not to translate constantly. In respect to writing, these students can develop a thesis statement into a good paragraph. Concerning grammar, the intermediate students often make mistakes using articles. Also problematic are phrasal verbs, word form/word choice (for example, using "incredible strong" rather than "incredibly strong"), gerunds, and the perfect progressive tenses. There is no present perfect progressive in spoken Portuguese.

Advanced Levels

At advanced levels, students develop specialized registers. Their speaking ability is strong, but some errors are present. When exposed to difficult concepts, they often feel the need to translate, but their verbal responses are quick and meaningful. Advanced students, like many intermediate students, also have an inflated perception of their abilities, so they need guidance from the teacher in addressing their needs. Teacher guidance should be moderate to high, if necessary. Noticeable results can be evident within two to four weeks of intensive immersion.

Advanced students need guidance from teachers in identifying and addressing several problem areas. Teachers often have to monitor closely how class time is spent because students tend to respond to questions with daunting detail and length. Teachers need to keep things moving and make sure no one student monopolizes class time. As for writing, inappropriate vocabulary use, stylistic choices, run-on sentences, tone, idioms, and redundancy need particular attention.

Planning Instruction

After understanding and perceiving linguistic issues Brazilian students present in class, teachers can devise tasks that foster greater interaction among students. When developing specific learning activities, teachers should bear in mind that helping students

Positive Self-Esteem Leads to Success

Mustapha Amad was a 15-year-old student from Sao Paulo, Brazil, when he started at the basic level at Yazigi. Apparently, he had been making less than satisfactory grades at his private school in Brazil, so his parents decided to send him to an intensive English language school where he could focus his attention on one subject: English.

For the first few months, Mustapha often failed written tests even though his communicative progress was quite good. His problem with written tests caused some teachers to wonder what the reason could be. However, unlike some students who don't do well on tests due to disinterest or poor study habits, Mustapha's problem was a lack of confidence and low self-esteem, which was only made worse by low grades on written tests. With some remedial work, he made vast improvements not only on written tests but also in compositions and oral presentations.

Mustapha Amad

After the initial frustrations of his first few months, Mustapha gradually transformed himself from an insecure underachiever into a secure and self-confident student. He made friends with some Americans with whom he could share his love of basketball, Guns 'n' Roses, and other pursuits.

Within six months, his English ability was strong enough for him to be admitted to Bradenton Academy where he not only performed as well academically as his American peers but also made the basketball team. This year, Mustapha will be a high school senior and is planning to pursue a degree in hotel management in Switzerland.

build their self-confidence in speaking and presenting is a priority. Students want to be confident when speaking in telephone conversations, be at ease when giving presentations, and feel conformable in business meetings.

Assigning students task-based activities gives students a fun, engaging opportunity to use language creatively and effectively, and provides tangible results. When planning such activities for students at basic levels, the purpose is to develop the vocabulary needed to carry out basic speaking tasks such as ordering in a restaurant, describing and comparing various types of housing, expressing their own ideal living conditions, and to talk about recreation—sports, movies, hobbies, and books. In addition, the basic level should be encouraged to use as much of their new information through games and group discussions. *ESL Miscellany* (Pro Lingua Associates) provides teachers with great copiable material.

For intermediate students our teachers work with the students in a workshop situation, the "Current Issues and Vocabulary Development" workshop. The purpose of this workshop is to create an awareness of the natural environment and international news, to promote conversational skills through discussion and imagination, to learn persuasive techniques, and to encourage critical thinking. Each topic can be an opportunity to talk about contemporary American society while comparing it to the students' own background and culture. The material used in this class is simply a local or national newspaper, Internet articles, or *Newsweek* magazines and its worksheets.

Another successful activity is the development of an advertising and marketing project. This activity introduces students to different types of advertising and new vocabulary through discussion. Students also learn how to critique ads as well as to create a product, develop an effective advertisement, and present it to the class. In addition to using newspapers, magazines and recorded TV commercials, teachers may devise worksheets to foster discussion on such topics as the meaning of "it pays to advertise," what makes an advertisement "effective," and whether or not it is true that "a good product sells itself."

For advanced students, the discussion of current issues in addition to the development of listening skills is always a priority. *CNN Newsroom in the Classroom* and *CNN Vocabulary Worksheet* provide the teacher with enough material for class. The topics are always up-to-date and a great opportunity for teachers to promote discussion in class. Furthermore, the worksheets are good for practicing grammar, learning new idioms and writing assignments based on the material. Teachers should focus on global questions and current issues and perform debates for the class. Students should prepare and participate in debates in class by analyzing a problem, planning an effective argument, and organizing a formal speech. It is an opportunity to discuss and defend an issue or concern based on the facts and rely upon one's persuasive speaking skills to win an argument.

Activities based on proverbs, cartoons, idioms and slang also provide students with more insights into American culture.

The challenge and excitement of working with Brazilian students is rewarding for both teachers and students. To meet the needs of these students and provide them with the best possible learning experience, the teacher must take both cultural and linguistic factors into consideration.

At Yazigi, our faculty promotes international understanding and awareness through language study and cultural immersion. We endeavor to empower our students and expand their life opportunities by introducing them to a new culture, people, and English as an international language. For many of our students, their goals match our mission which is to educate students from around the world in the English language and to prepare them to be effective and self-directed contributors in a global society.

Valeria Silva is academic director, Candace Boyd is academic assistant, and Randy Porter is a faculty member at the Yazigi Language Study Center affiliated with InterNexus, a Global Educational Network.

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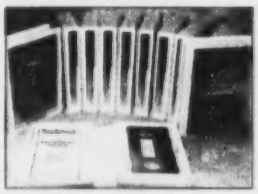

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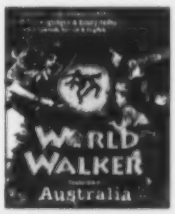

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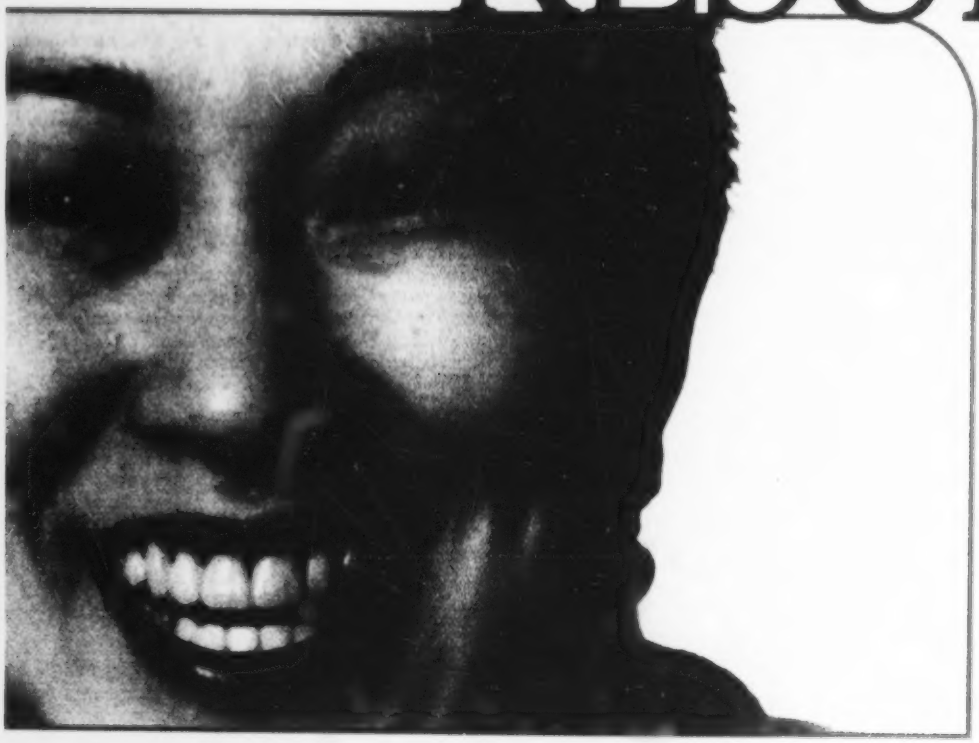

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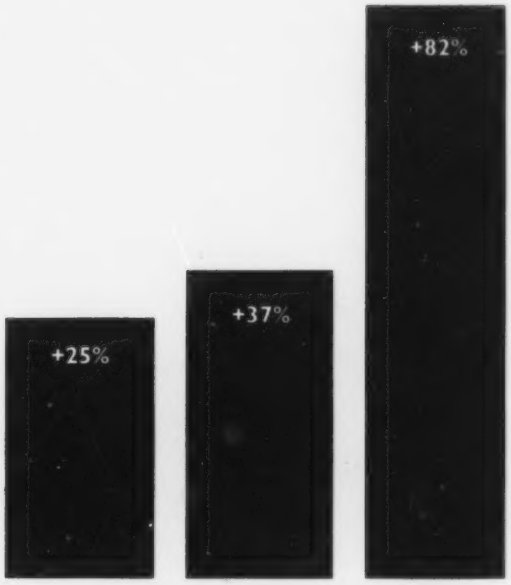

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Who's Reading *ESL Magazine*?

Elaine Tarone, Ph.D.
director of the Center for Advanced Research on Language Acquisition (CARLA), and professor of ESL at the University of Minnesota.

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EDITOR'S NOTE

USIA's Final Chapter

As 1999 ends this millennial chapter in world history, it has also been the last chapter in the history of the United States Information Agency (USIA). However, the mission of the agency that has been "telling America's story to the world" might just live happily ever after. From her years of USIA service, Gloria Kreisher talks about the agency's history and the future of its mission including service to English language teachers and learners worldwide.

"Me? Publish a book?" It just might be easier than you think. My article on opportunities in the world of ESL/ESL publishing should help you get started. I've also included a list of publishers' contact information.

Can you imagine learning a language that you couldn't hear? And learning sign language, too? There are English language learners worldwide facing this challenge and teachers facing the challenge with them. Eugene Lylak shares resources for teachers who are working to meet the needs of English language students who cannot hear.

It is encouraging to read the news shared by Yuan-Yuan Huang and Xu Hua-Li about the teaching of English in China. Although change will not come easily, there are promising trends in the goals, methods and materials.

Have a happy holiday season. Take time to rest and rejuvenate—for yourself and your students!

Best wishes for the new year,

Marilyn Rosenthal

Marilyn Rosenthal, Ph.D.
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ESL Magazine is published bimonthly by Bridge Press, LLC
220 McKendree Avenue
Annapolis, MD 21401
eslmagazine@compuserve.com
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ISSN: 1098-6553

ESL Magazine is abstracted and indexed with ERIC.

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Multiple Intelligences

▶ Dr. Christison's lively, thought-provoking article on Multiple Intelligences really struck a chord for me. As an ESL educator, I am dismayed by the misperception that outsiders sometimes have of my students' capabilities. Because ESL programs are viewed as remedial in scope, it is often assumed that our students have deficiencies that go beyond limited English proficiency. One can quickly dispel that notion by trying the sample lesson plan with an MI focus, which Dr. Christison provides as a one-page reproducible handout. What fun it was and what interesting results!

I believe Multiple Intelligence Theory continues to attract attention because it is so relevant, particularly to teaching ESL in multicultural classrooms. At the intensive ESL program where I teach, we encourage our ESL instructors to recognize and develop some of the other "eight intelligences" in order to strengthen students' self-concept and to empower those students who are most likely to feel marginalized by their limitations in English.

Educators of ESL students who bring with them an array of learning styles that do not fit the majority image cannot be reminded enough of the importance of facilitating a broad range of learning styles. Thank you, Dr. Christison, for that reminder.

—LYNDA RUSHING
Program Director, English Language Institute, University of Texas at El Paso

Voice of America

▶ The article on the 40th anniversary of Special English broadcasts on the Voice of America brought back memories. I was then the overnight editor of the VOA newsroom. One difficulty that it raised came to light in translating into Special English sometimes innocuous diplomatic language that camouflaged a multitude of disagreements. I recall that one communiqué from an international conference completely fell apart in Special English. It had been held together by words of clever diplomats.

—ROBERT DON LEVINE
Washington, D.C.

Kosova Surprise

▶ My name is Shkurte. I am from Kosova. The photograph is from the cover of the July/August issue of *ESL Magazine*. My mother is on the right and my sister and my brother are in the middle. My teacher, Mrs. W., pulled it [the magazine] out of her school bag to look for a flag from Kosova. She didn't know my family was on the front! I told her the picture was of my mother, brother and sister. She was (and still is) very excited about this! I think she showed everybody in the school the magazine and still shows anyone who walks into our classroom. We now live in America. Mrs. W. is so happy that we came to this country and that I am in her classroom! (Shkurte is a very special student! She is very bright and has learned a great deal of English in a very short period of time.)

—SUE WOJTALIK
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Thanks

▶ I'm a great admirer of *ESL Magazine*. It was a brilliant and timely idea to start this kind of publication. For far too long, the only "real" publications ESOL teachers had were affiliate newsletters and the various things put out by TESOL, Inc. You've changed that. I always look forward to receiving new issues of *ESL Magazine* and savor almost every page!

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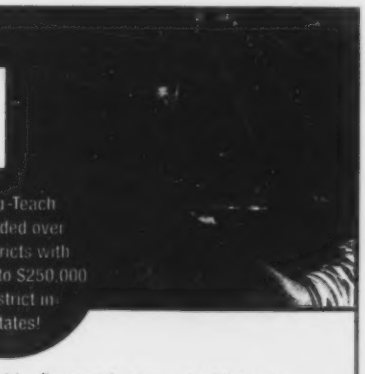

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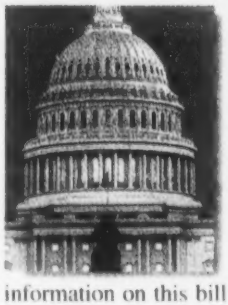
New Accreditation Agency for English Language Programs

The Commission on English Language Program Accreditation (CEA) has begun its accreditation activities. The agency has taken over work begun by the TESOL Commission on Accreditation, which focused on the accreditation of postsecondary intensive English programs (IEPs) in the United States. The new agency is undertaking a wider scope of responsibility, including the accreditation of stand-alone institutions that include an IEP and are not eligible for regional accreditation. CEA will provide both programmatic and institutional accreditation. Programmatic accreditation is appropriate for IEPs located within a university or college that already has regional accreditation. Institutional accreditation is appropriate for non-university IEPs that need it for Form I-20 issuance authorization by the Immigration and Naturalization Service. For more information, contact CEA at 703-518-2480.

Effective Schools and Teachers

An article in the October issue of *The Reading Teacher* discusses preliminary results of a national study of "Effective Schools/Accomplished Teachers." The study was conducted by the Center for the Improvement of Early Reading Achievement (CIERA) to document best practices within schools where students were achieving high levels of reading proficiency despite high levels of poverty. CIERA's results show time spent in small-group instruction to be a factor in reading success, along with collaborative teaching among staff (e.g., Title I, reading resource, special education, mainstream and ESL teachers), and coaching students in word recognition strategies. Online information about the study is available at http://www.ciera.org.

House of Representatives Passes Student Results Act of 1999



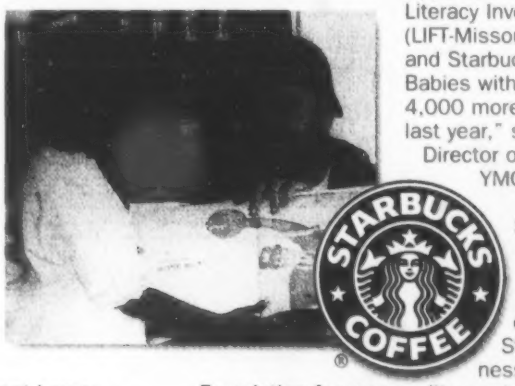
On October 21, 1999, the House passed the "Student Results Act" by a vote of 358-67. The Act addresses the reauthorization of Titles I, V, VII, and IX of the Elementary and Secondary Education Act (ESEA). Several provisions in the bill focus on federal programs for limited English proficient students. The bill has been referred to the Senate Committee on Health, Education, Labor and Pensions for consideration. Additional information on this bill and related legislative issues is available at http://thomas.loc.gov/.

Checkpoints For Literacy Progress—FREE

The Federal Resources for Educational Excellence (FREE) Web site has added a new literacy resource: "Checkpoints for Progress in Reading and Writing for Teachers and Learning Partners," and a companion volume for families and communities. Both help identify what most children can do and/or read at different developmental and grade levels—birth to thirty-six months, three and four years of age, and kindergarten, third, sixth, ninth, and twelfth grades. Included are books appropriate for each level and sample paragraphs that parents can read to their children. This new resource was developed by a subgroup of the America Reads Challenge, the READ*WRITE*NOW! Partners Group. Go to http://www.ed. gov/free/new.html.

Starbucks Donates $340,000 To Literacy Organizations for Mark McGwire's Homeruns

Mark McGwire's 1999 baseball season is one for the history books in many ways: 65 homeruns, giving him the 1999 homerun title; 147 runs batted in (first in the National League); and $340,000 raised for literacy organizations throughout the country through a partnership with Starbucks Coffee Company.



Through the "Read. Dream. Grow. Out of the Park—Into the Books" program, The Starbucks Foundation matched each one of McGwire's 65 homeruns with a $5,000 donation to support children's charities in the host city where the game was played. McGwire's 65 homeruns totaled $325,000 in donations. In addition, Starbucks made a $5,000 donation in each city where McGwire played but did not homer—Boston, Detroit and Philadelphia. The partnership generated a total donation of $340,000.

In St. Louis, McGwire's 37 homefield homers raised $185,000 for three literacy organizations: YMCA's Beginning Babies with Books, Redevelopment Opportunities for Women, Inc. and Literacy Investment for Tomorrow (LIFT-Missouri). "Because of Mark and Starbucks, the Beginning Babies with Books program reached 4,000 more children this year over last year," said Tom Frillman, Director of Literacy Programs for YMCA St. Louis.

Started in 1997, The Starbucks Foundation is a nonprofit corporate foundation created to support charitable causes in communities where Starbucks conducts business. Domestically, The Foundation focuses on literacy because Starbucks believes in the power of reading to change lives, to combat poverty and despair and to involve parents in creating a better future for their children.

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Conference Calendar

November

- 4-6 **Southeast Regional Conference**, Birmingham, Alabama. Contact Julia Austin, jaustin@provost.uab.edu.
- 5-6 **Wisconsin TESOL**, Madison, Wisconsin. Contact Helaine Kriegel.
- 5-6 **Oklahoma TESOL**, Midwest City, Oklahoma. Contact Marilyn Beaney, mbeaney@ms.rose.cc.ok.us.
- 5-6 **Washington Association for the Education of Speakers of Other Languages**, Issaquah, Washington. Contact Frederic O'Connor, 509-335-6675.
- 5-6 **TexTESOL State Conference**, El Paso, Texas. Contact Rogelio Chavira, 915-831-4053.
- 6 **Three Rivers TESOL**, Pittsburgh, Pennsylvania. Contact Dawn E. McCormick, 412-624-5902.
- 6 **Maryland TESOL**, Columbia, Maryland. Contact Rebecca Price, 410-772-4744.
- 11-13 **Puerto Rico TESOL**, Ponce, Puerto Rico. Contact Carmen May, 787-786-2885 x2283.
- 11-13 **English Teachers Association-Republic of China**, Taipei, Taiwan. Contact Johanna Katchen, katchen@fl.nthu.edu.tw.
- 11-13 **Colorado TESOL**, Longmont, Colorado. Contact Larry Fisher, 303-492-2490.
- 13-14 **English Teachers Association of Switzerland**, Lugano-Trevano, Switzerland. Contact 032 621-5453.
- 13-14 **St. Petersburg English Language Teachers Association**, St. Petersburg, Russia. Contact Tatiana Ivanova, tivanova@i2705.spb.edu.
- 13 **TESOL Scotland**, Glasgow, Scotland. Contact Mahnoor Sultan Campbell, mahnoor-cam@aol.com.
- 14-15 **Education Victoria**, Melbourne, VIC, Australia. Contact Pam Luizzi, finch.christine.anne@edumail.vic.gov.au.
- 19-20 **TESOL France**, Paris, France. Contact tesol-france@wfi.fr.
- 22-24 **English in Southeast Asia**, Singapore. Web site: http://www.soa.ntu.edu.sg:8080/ell/4ESEA.htm.
- 25-27 **TESL Ontario**, Toronto, Ontario, Canada. Contact Renate Tilson, 416-593-4243.
- 26-27 **TESOL Italy**, Rome, Italy. Contact Rosanna Fiorentino, blasco@rpilol.it.

January 2000

- 7-8 **TESOL Second Pre-K–12 ESL Standards Training of Trainers Conference**, Long Beach, California. Contact Stephen Grady, 703-836-0774.
- 21-22 **Massachusetts TESOL**, Boston, MA. Contact Andrea Tobias at 508-366-0505.
- 20-22 **Thailand TESOL**, Khonkaen, Thailand. Contact Naraporn Chan-Ocha at naraporn.c@chula.ac.th.
- 25-26 **TESOL Ukraine**, Lviv, Ukraine. Contact Paraskeviya at pyerch@ext.franko.lviv.ua.

March

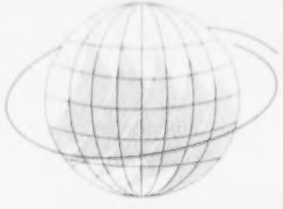
- 11-14 **American Association of Applied Linguistics (AAAL)**, Vancouver, British Columbia, Canada. Contact 612-953-0805.
- 14-18 **TESOL Annual Conference**, Vancouver, British Columbia, Canada. Contact 703-836-0774.

April

- 1 **Kentucky TESOL**, Louisville, Kentucky. Contact David Cignoni, 270-762-3422.
- 6-9 **California TESOL**, Sacramento, California. Contact Janet Lane, 530-754-6357.
- 6-8 **Tennessee TESOL**, Memphis, Tennessee. Contact Charles Hall, 901-678-4496.
- 8-9 **TESOL Greece**, Athens, Greece. Contact Eleni Giannopoulou, +01-7488-459.
- 12-14 **TESOL Arabia**, Al Ain, United Arab Emirates. Contact Les Kirkham, leslie.kirkham@hct.ac.ae.
- 25-29 **Fachverband Moderne Fremdsprachen TESOL**, Berlin, Germany. Contact Helmut Hagge, +4940-539-0138.
- 28 **Arkansas TESOL**, Conway, Arkansas. Contact Philip Less, 501 569-3468.

May

- 11-13 **Sunshine State TESOL**, Daytona Beach, Florida. Contact Sandra H. Morgan, 352-797-7070, x318.
- 12-13 **Georgia TESOL**, Athens, Georgia. Contact Terry N. Williams, 706-542-7389.
- 17-20 **MidTESOL**, Omaha, Nebraska. Contact Kim Kreicker, 785-296-7929.
- 19-21 **Venezuela TESOL**, Caracas, Venezuela. Contact Lucius Daniel, 582-232-5969.



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USIA 1953-1999: Telling America's Story to the World

BY GLORIA I. KREISHER

The Fulbright Scholarship Program. Voice of America. Family Album, USA. The English Teaching Forum. These names are probably familiar to many English language educators. However, many may be less familiar with the agency behind them all: the United States Information Agency (USIA).

On October 1, 1999, the USIA was enfolded into the Department of State and ceased to exist as a separate agency after operating independently since 1953; its mission and its programs, however, will continue under this reorganization. Both educators and students worldwide, including those teaching and learning English, have been among those who have benefitted from the activities of the USIA.

The USIA Mission and History

Speaking on March 13, 1978, President Jimmy Carter summarized the mission of the USIA: "The principal function of the Agency [is] to reduce the degree to which misperceptions and misunderstandings complicate relations between the United States and other nations...

"It is also in our interest—and in the interest of other nations—that Americans have the opportunity to understand the histories, cultures and problems of others...In so doing, the Agency will contribute to our capacity as a people and as a government to manage our foreign affairs with sensitivity, in an effective and responsible way."

For forty-six years, the mission of the USIA has been to foster understanding of U.S. foreign policy, culture and history among the people of the world and to promote cooperation between the United States and institutions abroad through educational and cultural exchange programs.

This mission and the activities employed to accomplish it have a long history. U.S. government engagement in press and cultural activities overseas dates back to the early part of this century, specifically to 1917-19 with the creation of the Creel Committee authorizing the U.S. government to engage in information activities abroad. The first binational center was established in Buenos Aires in 1927, and in 1940, Nelson Rockefeller was appointed coordinator for commercial and cultural affairs between the United States and American republics, specifically binational centers, libraries (such as the Benjamin Franklin Library in Mexico City), and the exchange of persons.

In 1935, the first "Radio Bulletin," precursor to the "Wireless File," went via Morse code from the Department of State to key diplomatic missions abroad. These communications carried information to be disseminated among nationals to promote positive relations with the United States.

The term U.S. Information Service (USIS) was created in 1942 as the overseas component of the Office of War Information, a term that was used until the recent reorganization as the official name of USIA posts abroad—e.g., USIS Rome, USIS Tallinn, to name only two. In 1946, the Department of State officially absorbed the information and cultural programs of the U.S. government overseas, creating the Office of International Cultural Affairs and the International Press and Publication Division.

Finally, in 1953, President Eisenhower proclaimed that these activities of the Department of State would now be undertaken by a separate, independent entity (but not a cabinet post organization)—the United States Information Agency. The Bureau of Educational and Cultural Affairs—including the Fulbright program—remained at the State Department until 1978, at which time it was incorporated into USIA in its entirety.

By rule of Congress, USIA materials, products and activities have not been allowed to be promulgated or distributed in the United States. Exceptions to this rule have been made by separate acts of Congress. The USIA's magazine for English teachers, a film on John F. Kennedy and some English language instructional video programs are available within the United States.

Carrying Out the Mission

Two words have best encompassed the USIA profile in achieving its mission: press and culture. During the Cold War years, the overseas term USIS was not used in Soviet bloc countries; instead, P & C—Press and Culture—was the

designated name of the USIA/USIS section of U.S. embassies. USIS posts have been headed by a public affairs officer (PAO). Large posts may also have a deputy PAO, a cultural affairs officer, and a press attaché. Smaller posts and branch posts in noncapital cities may have only one officer managing all USIA/USIS activities. Both press and cultural officers/sections have been primarily concerned with public relations, specifically with the national population of their assigned country.

Today, the term USIS will no longer be used for U.S. embassy sectors dealing with public affairs, information, culture and other public aspects of U.S. foreign policy. Each embassy will choose its own name for its section dealing with public diplomacy. The new office of International Information Programs in the Department of State has responsibility for almost all information programs abroad. USIA's Foreign Press Centers operation has moved to the State Department's Bureau of Public Affairs.

Voice of America

"Telling America's story to the world," has been a guiding principle applicable to the whole of USIA, but specifically designated to the Voice of America (VOA). The VOA broadcasts in 68 languages (including English) to virtually all corners of the world (except the United States). Its coverage is multifaceted, including up-to-the-minute news, editorial comment, feature stories, interviews with international figures of note (including Americans), sports events, and English language teaching programs. The impact of its content, particularly during the Cold War years, often caused VOA broadcasts to be blocked, but listeners remained loyal, finding ways to hear VOA despite deliberate interference. To this day, the VOA is ranked with the BBC as a network of news, information, and objectivity.

VOA will now operate from within the International Broadcasting Bureau, an independent government agency, along with USIA's Worldnet TV and film service and Radio/TV Marti, which broadcasts to Cuba. Worldnet TV and film programs are of much the same ilk as VOA programs: features, commentary, interviews, and English language teaching programs. The first, "English for Today," was filmed in the sixties. Now dated in its presentation and methodology (also in black and white), it has been in retirement for over two decades.

"Family Album, USA," originally a USIA/Prentice Hall Regents project filmed in the early nineties for intermediate level English learners, is still in distribution worldwide (with accompanying books, by Pearson Education) in more than 70 countries and in the United States on public television.

"Crossroads Cafe" has been USIA's most recent English-teaching broadcast project. It was created through a collaboration between Intelecom, Heinle & Heinle, the State Departments of Education of California, Florida, New York and Illinois, the U.S. Department of Education, and the U.S. Immigration and Naturalization Service. Worldnet television first broadcast the "Crossroads Cafe" series via satellite to Latin America in 1996 and then worldwide in 1997. This program targets adult learners with low English proficiency and focuses on the humor and drama in the lives of a diverse group of people who frequent a small cafe.

Worldnet has also served English language educators worldwide by broadcasting several live programs directly from the annual TESOL convention.

The Bureau of Educational and Cultural Affairs

Of vital importance to the United States in its relationships worldwide has been the cultural program maintained by the USIA. In Washington, the Bureau of Educational and Cultural Affairs—the "E" Bureau, for short—is responsible for several international programs: the Fulbright Foreign Scholarship Program, academic exchange programs, citizen exchanges, international visitors, and the English Language Programs Division, now the Office of English Language Programs. The Bureau of Educational and Cultural Affairs will maintain its name and function within the Department of State.

The most visible of the activities of the Bureau is the Fulbright Exchange, named after the Senator whose vision founded and gained Congressional approval for an interchange of students and professors in what is now the major effort of its kind. A study of the backgrounds of today's leaders worldwide will reveal that an astonishing percentage of them were in the United States under the Fulbright program (today, the Fulbright-Hayes Act).

The same may be said of leaders, particularly in the academic world, in the United States. Many went as students, but many more as exchange professors, teachers, or teacher trainers. One outstanding example is the twelve American Fulbright professors who served in the seventies and eighties in departments of English linguistics in universities in Poland, helping to develop teachers of English who were knowledgeable in the English language, American literature and culture, and the methodology of teaching English as a foreign language.

Another example of educational leadership is found in the American Fulbright professors who worked in Italy from 1978 to 1992 with the "Special Project for Foreign Languages," a program sponsored by the Italian Ministry of Public Instruction, the Fulbright Commission in Italy and USIS Rome for the training of secondary school teachers of English to become teacher trainers of their peers. These are only two cases, but they are representational of the work of the Fulbright program and its impact over half a century.

Academic Specialists, Americans going overseas for two to eight weeks for specific duties, have also played a major role in American contributions to the world of education. University professors and officials, renowned scholars and authors, and specialists in world affairs have traveled the globe, adding their knowledge to the knowledge of their audiences, be they a small group of specialists in economics or a group of graduate students concentrating on political/social sciences.

The English Language Programs Division

The English Language Programs Division of the Bureau of Educational and Cultural Affairs, now the Office of English Language Programs, is perhaps the area of the USIA best known to English language teaching professionals. It originated in the early forties, although it was not then an organized office per se, when the Department of State first sent English language teachers, directors of courses, and directors as "Grantees" to binational centers in Latin America, a practice which later extended to centers in southeast Asia, the Middle East, and parts of Western Europe. By 1951, it was an established entity and its officers traveled—sometimes for many weeks at a time—to participate as lecturers in seminars for national teachers of English, to lecture at universities, and to evaluate the EFL teaching programs at binational centers and other EFL programs under the aegis

Professional Exchange Programs

▶ English Teaching Fellows
The ETF program recruits qualified EFL teachers for selected universities and institutions around the world. Fellows must be U.S. citizens, hold an M.A. degree in TEFL/TESL and be willing to teach for a year according to the needs of the host institution. They are not employees of the U.S. government. In addition to round trip travel and supplementary medical insurance, Fellows receive a fixed stipend in dollars and a cost-of-living allowance in local currency, sufficient to live modestly in the local economy.

▶ EFL Fellows—Eastern/Central Europe, Russia, and the NIS
The EFL Fellows Program places experienced EFL teacher trainers and English for Special Purposes (ESP) instructors in selected countries in Eastern and Central Europe and the NIS (New Independent States of former Soviet Union). They work at local ministries of education and teacher training institutions conducting various activities including training sessions on teaching methods, curriculum development, textbook analysis and testing. ESP specialists teach English at advanced levels to host country professionals in such fields as business, economics, law, finance and medicine. The objective of the program is to promote the teaching of English as a vehicle to develop democracy throughout the region. Applicants must be U.S. citizens with M.A./Ph.D. degrees in TEFL/TESL and considerable experience in teacher training or ESP, including some overseas experience. Fellows receive a stipend, cost of living allowance in U.S. dollars, round trip travel, a book allowance, and supplementary medial insurance.

▶ English Language Specialists
The English Language (EL) Specialist program recruits American academics in the field of TEFL/TESL and applied linguistics for short-term assignments (two to six weeks) overseas or as speakers for video or teleconferences with overseas audiences. Specialists are requested by American embassies overseas and are recruited by the Office of English Language Programs. Depending on the request from the embassy, specialists may work on curriculum projects or other well defined short-term projects. In requesting program support, an American embassy normally suggests a candidate; if not, the Office of English Language Programs contacts and recruits an EL Specialist from among well known academics in the field. EL Specialists receive an honorarium and round-trip travel from the Office of English Language Programs. Per diem, in-country travel and other expenses are covered by the American embassy or host institution abroad.

of USIA.

The Office of English Language Programs today supports English teaching programs and activities abroad, serving American embassies and consulates in more than 140 countries. It is concerned with teacher training, the creation and publication of materials in EFL and American culture and civilization (including American literature), and the publication and distribution of *The English Teaching Forum*.

At present, the Office has twenty English language officers (ELOs, formerly English teaching officers); some are stationed in Washington, D.C. while the rest are stationed worldwide in Aman, Ankara, Brasilia, Cairo, Dakar, Jakarta, Kuala Lampur, Moscow, Pretoria, San Jose, Tashkent, Tunis, and Vienna (to be transferred to Budapest in early 2000). Many officers have regional responsibility, which means they have responsibilities in more than one country. ELOs are concerned with the training and retraining of EFL teachers, with improvement of EFL in national school systems, with the dissemination of U.S.-oriented EFL materials (including those produced by the Office of English Language Programs), and with the exchange of persons (teachers, future teachers, teacher trainers in EFL and American studies).

The Office of English Language Programs operates three exchange programs to assist with English teaching and teacher training abroad: The English Teaching Fellows (ETF) Program, EFL Fellows in Eastern/Central Europe Russia, and NIS (New Independent States of the former Soviet Union), and the English Language Specialist Program. (See sidebar.) More information about these exchange programs is available on the Web at http://e.usia.gov/engteaching/eal-exch.htm.

The Office and U.S. embassies also work with three types of English language programs outside of the United States: binational centers, U.S. embassy direct English teaching programs, and U.S. embassy affiliated English teaching programs.

Binational centers are autonomous, foreign institutions dedicated to the promotion of mutual understanding between the host country and the United States. English teaching is usually a major component of their cultural, educational, and information activities. Binational centers often work in close cooperation with U.S. embassies overseas but are independent in their financial and administrative management.

Direct English teaching programs are conducted by some U.S. embassies as part of the cultural programming sponsored by the U.S. government. A local-hire director of courses administers these programs.

English teaching programs overseas that are identified by U.S. embassies and are recipients of Department of State resources and support may be recognized as affiliated with U.S. embassies. This could include programs conducted by public or private universities, ministries of education, or private institutes.

The Office of English Language Programs does not engage in the recruitment or hire of English language teachers for any of these programs. Persons interested in teaching in one of these programs should send inquiries directly to a specific program. Contact information can be found at http://e.usia.gov./education/engteaching/eal-elp.htm.

The English Teaching Forum, now in its 37th year, is the magazine published by the Office of English Language Programs. It has the highest worldwide subscription rate of any professional publication of its kind. Its articles are largely unsolicited and are submitted by its readers, who are English teachers worldwide. At the present time, the acceptance rate for articles submitted is approximately one out of every five.

The English Teaching Forum is available in the United States by subscription through the Government Printing Office (another Act of Congress exception to the rule of nondistribution of USIA products in the United States). All other materials produced by the Office are for overseas use only although a catalog of these materials is available from the English Language Programs Division.

Although the USIA no longer exists as an independent agency, its mission and the wide variety of activities to accomplish the mission will continue within the Department of State. It is believed that by sharing America's story as well as its language, culture and knowledge with the world, the United States can foster international understanding and cooperation.

Gloria I. Kreisher is a retired Foreign Service Officer of over 41 years and chief emeritus of the English Language Programs Division.

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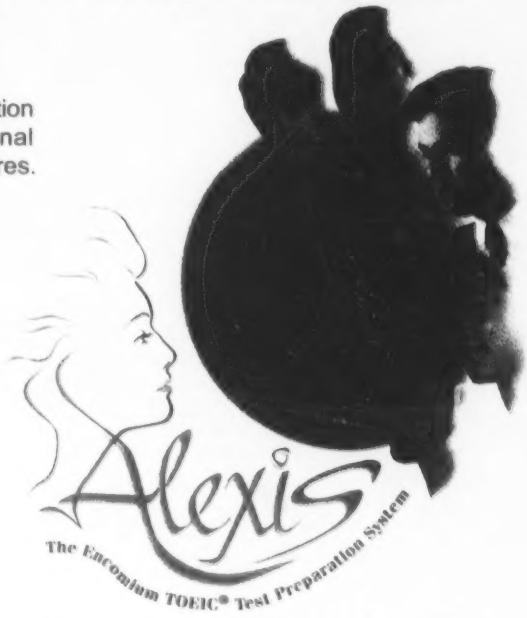

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SII Seiko Instruments

Christine Meloni's
NETWORTHY

Searching for Web Sites for Kids

How can you find appropriate Web sites for children as efficiently and quickly as possible? Try the special directories created by the search engines Infoseek and Yahoo! that provide links to sites on just about any topic of interest to kids.

GOKids (http://infoseek.go.com)
Infoseek's "GOKids" is divided into twelve categories: News, Books and Comics, Around the World, Music, Food and Cooking, Science, Animals, Dinosaurs, Computers, Animation, TV, and Movies. A very attractive feature of this guide is that each Web site listed is ranked: three stars for best, two for very good, and one for good.

Let's take a look at four of the categories. The Animals category lists 29 sites on subjects such as frogs, koalas, honey bees, dolphins, whales, microbes, worms, farm animals, and, of course, the ever-popular dinosaurs.

The Around the World category has nine sites including "Helping Your Children Learn Geography" created by the U.S. Department of Education and "Peace Corps Kid's World" as well as National Geographic. The Music category also lists nine sites including Walt Disney Records, the Children's Music Web site (an attempt to list all Web sites related to children's music), and KIDiddles (lyrics for kids' songs).

The News section contains "Awesome Library: Current Events" (a list of online resources for current events), "TIME for Kids" (an online version of Time magazine written especially for kids), "Science News for Kids," and "Kids Drawings for Peace."

Yahooligans! The Web Guide for Kids (www.yahoo.com)
Yahoo's Yahooligans! sites are not reviewed and ranked as in GOKids, but many more sites are listed. This Web guide is divided into six major sections: Around the World, Arts and Entertainment, Computers and Games, School Bell, Science and Nature, and Sports and Recreation. Guides for parents and for teachers are also available.

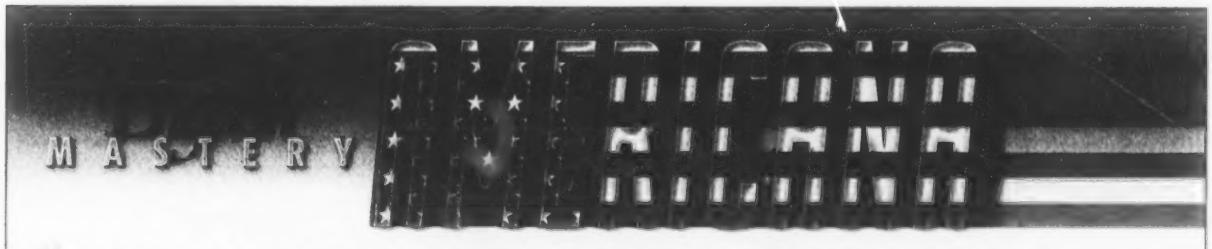
Yahoo's Around the World section is divided into 20 subtopics including Countries, Cultures, Flags, Food and Eating, Geography, Holidays, and Religion. If you select Countries, you will find a list of countries each followed by the number of sites available. Here are the numbers (at press time) for a few countries: Australia—210, Brazil—16, Canada—308, Italy—83, Japan—47, the United Kingdom—309, and the United States—1746.

The School Bell section is divided into several subtopics such as Language Arts, Math, Science and Nature, Art, Homework Help, and Ask An Expert.

Who are the online experts? A math expert (Ask Dr. Math), a grammar expert (The Grammar Lady), experts on science, math, movies, and other subjects (Ask an Expert), and New York Times reporters (Ask a Reporter) will answer questions on any topic.

While the purpose of both GOKids and Yahooligans! is to highlight sites appropriate for children, adults will also find a wealth of useful and interesting information in these directories.

Christine Meloni teaches in the EFL Department at George Washington University in Washington, D.C. She welcomes comments and suggestions at cfmeloni@hotmail.com.



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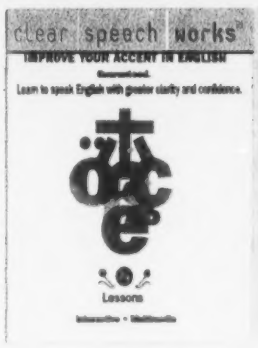

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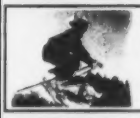

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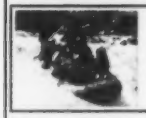

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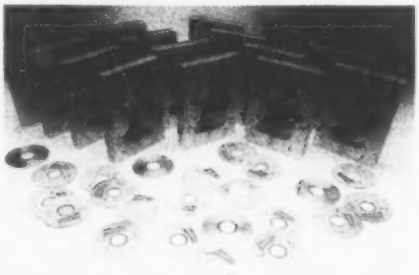

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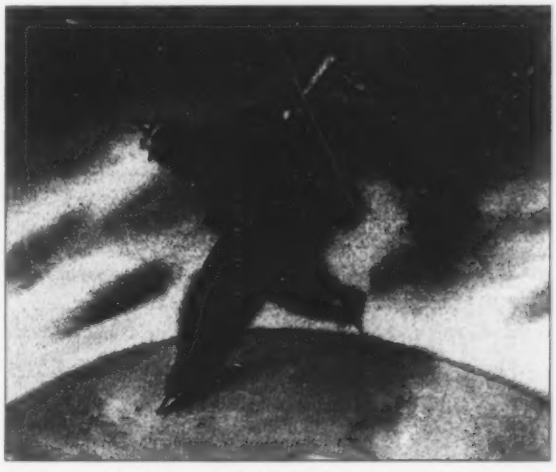
ESL/EFL Book Publishing: A World of Opportunity

BY MARILYN ROSENTHAL, PH.D.

The world of ESL/EFL book publishing offers a myriad of opportunities—either full-time, part-time or on a project basis—to those with an ESL/EFL teaching background. Although there are some people in ESL/EFL book publishing who don't have a teaching background, ESL/EFL classroom teaching experience is a valuable commodity that can provide entrée into this interesting and varied field.

Most book publishing houses are divided into two main parts: the editorial side, which is responsible for acquiring, developing and producing books, and the marketing side, which is responsible for market research, advertising, promoting, and selling books. Finding opportunities in either the editorial or marketing side in ESL/EFL book publishing is easier than you might think.



Who Are The Publishers?

The first step in finding opportunities in publishing is knowing the publishers. The names of some of the larger publishers are household words for ESL/EFL professionals. There are also smaller ESL/EFL publishers who are definitely worth noting.

It is easy to become cognizant of the various styles of the different publishing houses and the types of books they tend to publish. Sometimes teachers know or hear about a book and don't actually remember which publisher it belongs to. ("You know, the red book with a picture of a butterfly on the cover!") If you are interested in learning more about publishing, take notice of which books are published by which publishers. Look at the advertisements in ESL/EFL magazines and journals, check the individual publishers' Web sites or access a list of them on Dave's ESL Cafe (www.eslcafe.com). Send for their catalogs or pick them up at a local TESOL conference.

Become familiar with the types of books they publish. Most of the publishers located in the United States produce books in American English for both the domestic ESL market and the international EFL market. (The term ELT for English language teaching is generally used more by British publishers and doesn't distinguish between ESL and EFL situations.)

Finding Editorial Opportunities

Editorial opportunities include manuscript reviewing, authoring, writing and editing ESL/EFL texts. Many of these opportunities are available on a part-time basis, so you can get a taste of the world of book publishing and not quit your night job just yet—or perhaps more typically, not quit one of your many adjunct day jobs.

Manuscript Reviewing

Publishers are continually searching for serious manuscript reviewers. They need classroom teachers with experience to review their manuscripts and make suggestions as to what works and doesn't work in the classroom, what could be added or deleted.

Manuscript reviewers are generally paid a modest honorarium for their work, depending on the amount of detail involved in the review. Often a five to ten page review will earn $150 to $500, depending on the publisher and the type of book.

The basic qualification for this is experience as a classroom teacher. Of course, previous experience in manuscript reviewing is also useful. Publishers want ESL/EFL manuscripts reviewed for all ages and interest levels (elementary schools, middle and secondary schools, college, university, intensive language centers and ESL adult education). The school situation in which you have had the most classroom experience is the one you should inquire about. Manuscript review is often the key that unlocks a relationship with a publisher and perhaps opportunities later for writing or editing for that publisher.

If you are interested in manuscript review, send a one-page cover letter and résumé to the publisher. You can call and ask for the name of the editor(s) for your particular interest level or you can look on the copyright page of a recent book from that publisher to locate the name of an editor. Another way to inquire is to talk to the publishers' editors or representatives at conferences.

Authoring

Publishers are also always looking for new book ideas. Whether you are an experienced author or a first time author, the same advice applies: submit a proposal that is succinct. Ironically, editors don't have a lot of time to read lengthy, turgid prose. And don't wait until you have polished every word of a 400-page manuscript. The publisher will want to have input into a manuscript in order to shape it to

their view of the world.

In submitting a book proposal, you should include the following:

- A two-page (no more) description of your book,
- A tentative table of contents,
- A current résumé,
- One or two sample chapters,
- A one-page cover letter.

The two-page book description should include:

- What the book is about, the audience for the book (don't include the entire world; target the audience),
- Size of the book (8½" x 11", 8" x10", etc.)
- Approximate number of pages,
- Number of full color or black and white illustrations,
- Number of components,
- One paragraph describing how your book is different and, therefore, better than the current competition. List the competition. If you don't know what the competition is, find out by looking in book stores, libraries, asking colleagues, and reading book reviews in journals and magazines. Have confidence in your own opinions, as well.

Remember, less is more. Don't overwhelm the editor who may read your proposal. Your hope is that they are interested and ask for more. Follow your submission with a brief phone call or e-mail if you haven't heard something within three weeks.

Some people wonder whether it is more appropriate to blanket the publishing world with multiple submissions. That is a matter of individual choice. It probably doesn't make a difference. Of course, the publisher would prefer that you submit only to him or her.

Writing

There are also many writing opportunities available. The difference between authoring and writing is that usually in authoring, you come up with the idea and there is a royalty and a small advance. Writing is the process of writing to the publishers' specification, usually for a fee. One might write a teacher's guide or two or three chapters in a large book, etc.

If you are interested in authoring or writing, join the Material Writers Interest Section (MWIS) of TESOL (http://www.tesol.edu/isaffil/intsec/f-mw.html). The MWIS is a very supportive organization, and they offer a great deal of mentoring especially for first-time authors. They also do an informative presentation at TESOL conferences.

Often publishers will approach you for a book idea. Ultimately you still need to submit the proposal. One way to make a name for yourself is to give presentations at conferences, write articles for magazines or journals, or simply introduce yourself to publishers at conferences. You will find that most of the publishers and editors are quite accessible.

Editing

Book editing provides an opportunity to use your classroom teaching experience to reach a larger audience. It often demands the ability to abstract what you do as a teacher in a classroom and put that into a text in a way that teachers worldwide will be able to use the text, even if the author is not standing right there in the room. This is often a developed skill. There are numerous opportunities for part-time and full-time editing. It is possible to begin at entry level and be trained as an editor if you have a good knowledge of the field and teaching experience.

If you are interested in editing, write a one-page cover letter and send it with your résumé to publishers. Approach publishers at conferences, talk to their representatives or their

Materials Writers Interest Section

by Mona Scheraga

I joined the Materials Writers Interest Section at its very first meeting and promised to do anything they wanted except for editing the newsletter, which I had done too many times before for NJTESOL/BE and the Secondary School Interest Section for TESOL.

What amazed me immediately and has continued to thrill me was the genuine sharing quality of the people involved: editors, publishers, authors, wannabe authors, classroom teachers whose materials worked better than some of the published work around, and the desire by all not only to learn from each other, but to share their knowledge, their expertise, their successes and failures.

From that first lunch-time meeting in San Francisco, when whoever was available met in our "hospitality room" to talk about the joys and problems of getting published, to the perennial Academic Sessions and Colloquia that continue until this day, some of the top names in the fields of writing, editing, and publishing advice, encourage and mentor those who want to break into the field. There is an unselfish quality, a lack of competitive protectiveness in the Materials Writers group that continues to amaze me.

On a professional level, I have worked with outstanding authors, editors and publishers such as Susan Maguire, Andy Martin, Tina Carver, Marilyn Rosenthal, Emily Lites, Penny Cameron, Phyllis Ziegler, Alison Rice, Sandy Briggs, MaryJane Maples, Don Byrd, Aaron Berman, Marcia Fisk Ong, Jackie Flamm, and I could go on and on. They and so many others whose names appear in the MWIS newsletter, in various TESOL publications, in publishers' catalogs, have gone out of their way to mentor and stimulate creative expression mixed with an understanding and appreciation of what the market will bear because they know that what we're all aiming for is to produce the best possible product for the most successful results.

What's so glorious about belonging to the "love-in" known as the Materials Writers Interest Section is the lack of jealousy and paranoia that are familiar in too many fields. Here, we know there's room for everyone, and each one's success is our success, too. Sounds syrupy, I know, but as one past chair said at our last business meeting, "I've been in TESOL for years, and I've never seen a group where the past chairs keep coming back to lend support. This really is a special mix."

The people I mention professionally have all become personal friends, too. That's another plus of belonging to the Materials Writers Interest Section. It's an all-win situation.

Publisher Web Sites

Alta Book Center
www.altaesl.com, 800-258-2375

Cambridge University Press
www.cup.org, 800-221-4512

Courseware Publishing International
www.usecpi.com, 408-446-4590

Delta Systems
www.delta-systems.com
800-323-8270

Dominie Press, Inc.
www.dominie.com, 800-232-4570

Encomium Publications
www.encomium.com, 800-234-4831

Gessler Publishing Company
www.gessler.com, 800-456-5825

Hampton-Brown Books
www.hampton-brown.com, 800-933-3510

Harcourt, Brace & Company
www.hartcourtbrace.com, 800-782-2512

Heinemann
www.heinemann.com, 800-541-2086

Heinle & Heinle
www.heinle.com, 800-237-0053

Houghton Mifflin College Division
www.hmco.com, 617-351-3052

JAG Publications
www.jagpublications-esl.com
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McGraw-Hill
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National Textbook Company
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Oxford University Press
www.oup-usa.org, 800-445-9714

Pearson Education
www.pearsoned.com, 800-266-8855

Pro Lingua
www.prolinguaassociates.com
800-366-4775

Steck-Vaughn
www.steck-vaughn.com, 800-782-2512

TESOL
www.tesol.edu, 703-836-0774

University of Hawaii Press
www2.hawaii.edu/uhpress
888-847-7377

University of Michigan Press
www.press.umich.edu, 734-764-4392

editors. You may find that you want to edit part-time and continue classroom teaching or that you want to take your career in a new direction and commit to a full-time editing position. Often the first year is a difficult transition to a new way of thinking, but one that is extremely valuable.

Finding Marketing Opportunities

There are also a number of part-time and full-time opportunities in the marketing side of publishing. Again, classroom ESL teaching is the necessary prerequisite. If you live in a major urban area in California, New York, New Jersey, Texas, Illinois, Florida, or North Carolina, you may have a better opportunity to get involved in marketing because these areas are ESL population pockets and the places that publishers need sales representatives.

Publishers will often hire teachers to do sales, visit schools, man a booth at a conference and do presentations on their texts. Some or all of these duties are those of a specialist sale representative. Some publishers also hire teachers to do telemarketing from their homes or from the publisher's office. Prior sales experience is helpful, but it is also important in these positions to like to approach people, do some cold calling and really get a kick out of selling a book. Some sales representatives work on a base salary plus a commission. Others get a salary. The important thing if you want to succeed is to really want to sell—you need to have that "fire in the belly."

Not all publishers use former ESL teachers as sale representatives, but it is my distinct feeling that those who have been former teachers are more able to "talk the talk and walk the walk." They are generally able to open a book and know very quickly what it is about and how to present it to their colleagues, and they have more fun doing it.

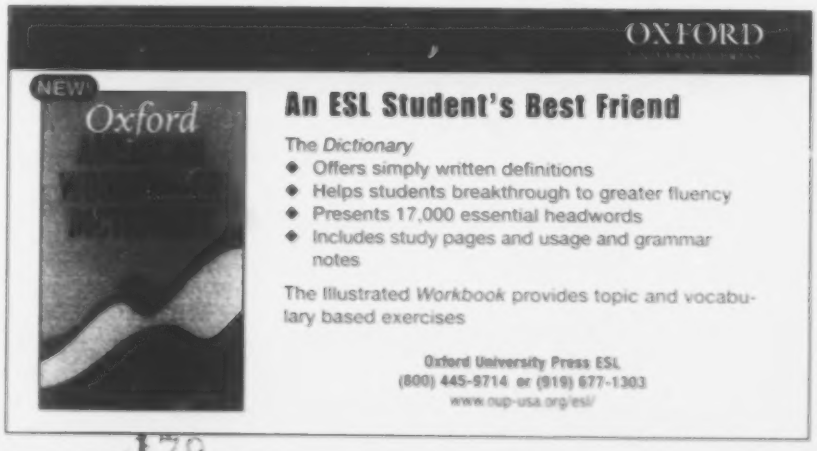
If you are interested in doing sales or even in just doing presentations or telemarketing for a publisher, look in their catalogs and call the director of sales or marketing to inquire. Follow your inquiry with a cover letter and résumé. Check the job listings in the TESOL Employment Clearinghouse, *ESL Magazine Online*, or the publishers' Web sites.

Reaping the Benefits

There are a number of interesting benefits to pursuing career opportunities in ESL/EFL publishing. If you have an idea inside your head that is burning to get out, submit your idea in a proposal to a publisher. Yours could be the next best seller. It is possible. If you have critical thinking skills that you would like to exercise with regard to the teaching process, think about manuscript review or editorial work. If you would like to do presentations and share your excitement about various books, ideas, or techniques, think about becoming a sales representative, a telemarketer or a presenter.

The greatest benefit of the world of publishing is that it can expand your view of the classroom and of the ESL/EFL field. At the same time you can make a real contribution to the collective knowledge of our colleagues and ourselves. If you have ESL/EFL classroom teaching experience, you have the first prerequisite. *Go for it!*

Marilyn Rosenthal, Ph.D., is editorial director of ESL Magazine *and has worked in ESL/EFL publishing for more than 20 years.*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Thomas Nixon's
Employment Focus

Career Options for ESL Professionals

Thinking of looking into alternative careers in ESL while still using the skills and education that you worked so hard to attain? Maybe you want to try something new or it seems like it is the only way that you will ever be able to work full-time in something related to the field. There are a number of possible avenues you could pursue.

One such possibility for those teaching adults, and the route that many take, is teaching at the K-12 level, either as a regular education teacher or as an ESL teacher. There are some distinct advantages to this pursuit. The U.S. Department of Education is predicting that there will be many openings for teachers of children in the near future.

No matter where you are, you will find that many of your students are English language learners. You can still use your training, albeit focused in a somewhat different direction. The only downside is that in most states, having an M.A. in TESL does not qualify you to teach children. You would likely need to return to school to obtain a teaching credential. The upside is that those extra units for the credential should put you higher up on the pay scale. Check with state departments of education for certification requirements including tests.

Another possibility is the ESL publishing field. You could be a developmental editor where you assist writers in bringing their book from idea to reality. Or you could be a publisher's representative where you are in the field representing a company's texts to potential buyers. What better person to do this than someone who has used the books in the classroom? Other possibilities are software companies, Internet companies, and corporate training firms. Information about these options will be shared in future columns.

Whatever direction you choose to go, you should look for ways to use what you've already attained. Remember, you are a highly-skilled individual that has much to bring to the table.

Thomas Nixon is editor of the TEFL Connection can be contacted at editor@teachEFL.com.

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Resources for Teaching ESL Students Who Are Deaf

BY EUGENE LYLAK, ED.D.

Some form of hearing loss affects approximately 28 million people in the United States (i.e., 200 of every 100,000 people)(Schein & Delk, 1974). However, estimates on the size of the deaf population vary depending on the meaning of the word "deaf." For the purposes of this article, the community of deaf people in the United States numbers about 500,000 people (Arnos, 1994). This much smaller number of half a million people refers to those people who were born with a profound hearing loss or who became deaf in early childhood, due either to hereditary factors or some deafness-causing disease such as rubella. The numbers are similar in most other countries around the world, so approximately .002 percent of the worldwide population would be a good estimate of the total number of deaf people in the world today.

Education and Services for Deaf Persons

Few deaf people in the world are as well educated as the American deaf population. At institutional centers like the National Technical Institute for the Deaf (NTID), Gallaudet University, University of California at Northridge, and community college programs around the United States, many deaf people are benefiting from higher education.

The United States is the only country that has set up national centers on deafness to help provide services to the deaf on a regional basis. Four Regional Post-secondary Education Centers for Individuals who are Deaf and Hard of Hearing were created to ensure that every post-secondary institution in the United States could easily access the technical assistance and outreach services that the Centers provide. These services are offered through what has come to be called PEPNET. Electronic access is offered at http://www.pepnet.org/centers. html.

Although these organizations are in place to provide services, many people who do not work with the deaf are unaware of the services that are available. This is particularly true of ESL professionals because of the low incidence of encounters with deaf individuals, as evidenced by the small numbers in the general school population. In the United States, however, more and more of deaf students are entering ESL classrooms in various educational settings at all grade levels because their English skills, on the surface, seem to be like the skills of people from non-English speaking countries (typical ESL students).

The letter "f" in American Sign Language.

Acquiring Language Without Hearing

The goal of native-like language proficiency is difficult for deaf people to obtain because the primary mode of language acquisition (speech perception through the auditory channel) is impaired from a very young age. In fact most deaf people in most countries of the world must struggle to learn their native languages and only occasionally, and with great effort, do they completely master any spoken language.

Additionally, the difficulty is further compounded by the inability of most societies to provide a context-rich sign/or spoken language environment in which meaningful communication can take place among the young deaf child and his or her hearing parents. So, contrary to popular belief, many deaf people do not grow up with a native-like fluency in any sign language before they reach school age.

As a result of an incomplete mastery of spoken English, many deaf people find speech-reading (more widely referred to as lip-reading) even more difficult. Unlike the classic image of a deaf person being able to lip-read private conversations across a room or a football field, the reality is quite different. Only about 40% of our letter formations are visible on the mouth and lips when we speak. Most vowels and many consonants look the same when we form them in different words.

Try looking in the mirror and watch your own lips while saying "The water's infested with sharks." And then say "Find out if we need an arrest warrant." It would be a tough job for anyone, even the most fluent English users, to be able to distinguish these words if we were forced to rely only on lip movement. Because most of us rely so heavily on context to help us "hear" what is being said, a good understanding of English grammar and syntax helps us tremendously as listeners when we are trying to get a message from speakers. All this said, though, it is true that some deaf people are good lip-readers even though they may have poorer spoken

English skills. At many schools for the deaf around the country, speech-reading skills are taught and practiced in lab settings.

Audiologists and other language professionals in deaf education have developed videotapes, videodiscs, and now digital videos that give deaf people practice in lip-reading sentences and that teach strategies for improving lip-reading ability. For information about self-paced, speech-reading programs available online and in lab settings, contact Dr. Donald Sims, Department of Audiology, NTID, or electronically at dgsncp@rit.edu. Other electronic resources are available through the Self-Instruction Lab here at NTID or the Department of Audiology site: http://www.rit.edu/ ~461www/.

In the ESL Classroom

When a profoundly deaf person is placed in an ESL classroom, a number of proven ESL strategies quickly become ineffective. Pronunciation drill, listening comprehension practice, and aural/oral communication often are useless when the student cannot hear words produced within the normal range of human speech. What do ESL teachers do when faced with such a situation? Most do the best they can. They struggle, they coax, they enroll in sign language courses without even knowing if the student is a sign user or not. My experience has been that teachers try everything they can to communicate, and in the end, they resort to paper and pencil, or now more commonly, computer and dialog box.

Instructional Resources

Captioning

One widely used resource that was originally developed to benefit the deaf has now become commonplace in many ESL classrooms: the captioned video. Many commercial resources are available. Captioned movies have given way to elaborate English language-teaching systems developed by major corporations such as Sony, RCA, and numerous textbook publishers such as Prentice-Hall, Addison-Wesley, and Regents. Surprisingly, though, few of their products caption the dialogue between characters. Because most of these systems emphasize oral/aural comprehension as practice for repeating the sounds and meanings of English words, closed or open captions are usually not provided. While it may be true that this kind of repetition helps ESL students internalize English and learn pronunciation at the same time, deaf students rarely benefit from the use of these materials in any classroom because they cannot hear the dialogue between characters.

Only one company, the Longman Group (now part of Pearson), has published an open-captioned series, *Follow Me to San Francisco*, that is useful for deaf students, but it must be requested as a special order.

Over the past five or six years, the Teaching English to Deaf Students Interest Section of TESOL (TEDS) has co-sponsored sessions with the Video Interest Section to provide a forum for discussion on the effects of captioning on language retention. Other similar topics of interest to both ESL teachers and teachers of the deaf, for example the ideal captioning speed for readers, have been presented at various TESOL conferences and some are available from TESOL publications.

Textbooks

At our school, NTID at the Rochester Institute of Technology (RIT), we have had some success with a variety of ESL texts that are available nationwide. Our program was designed to serve four skill levels in three broad areas (non-fiction reading, academic writing, and literature) to help our students develop mastery of English syntax and grammar. Mastery at each level often takes more than the twenty or thirty weeks given to the students.

Level A students take an integrated reading and writing course for fifty hours over a ten-week period (that breaks down to one hour a day, five days a week while our other courses meet for forty hours over a ten-week period). Most of the materials for this lowest level course have been developed in-house and are available via the Internet at the following address: http://www.rit.edu/~kecncp/ ideas.htm.

Our most populated level, Level C, could be broadly defined as a low-intermediate ESL equivalent. A number of ESL texts have been used for reading development including *Cause and Effect* by Patricia Ackert, the University of Michigan reading series entitled *Beginning Reading Practices* and *Intermediate Reading Practices* by Keith Folse, and a non-ESL text by Nancy Jo Brown from Houghton Mifflin called *Reading Relationships*.

The Challenge of Learning Two New Languages

Chih Hung Yee is a 19-year-old student from mainland China. He and his family immigrated to the United States about 5 years ago. His parents do not speak English nor do they use Chinese Sign language. He knew no American Sign Language (ASL) before he came to the United States.

His story is typical of many of our international students. Chih was born with a profound hearing loss of unknown etiology. He has been in our English program for the last two years and began our coursework at the lowest level. He has since progressed to the intermediate level and will need another year or two before he will be ready for the college level English courses required for an associate's degree.

Chih Hung Yee

During his time here, he has also been learning ASL from his deaf peers while practicing his English. He has taken formal ASL instruction and is now able to use it to communicate with his peers. Many of our international students face this same daunting task of learning English and ASL at the same time.

Very few people know how difficult it is to learn both a visual language while at the same time learning a severely rule-governed, rule-breaking language like English. Chih struggles mightily with vocabulary, but his greatest difficulty is in producing acceptable, comprehensible English writing.

His goal is to graduate with an associate's degree in digital imaging and publishing technology. He would like to stay on at Rochester Institute of Technology to complete a bachelor's degree in the same field.

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To promote better writing skills, we have been using a developmental text that has a small ESL section by John Langan called *College Writing Skills*. Other materials that are useful at this intermediate level are Betty Azar's book *Understanding and Using English Grammar* and Henderson's text *Write to the Point*.

Our highest skill level, Level D, uses the *College Writing Skills with Readings*, a text by Langan; *Academic Encounters*, an ESL text by Bernard Seal; and *Everything You Wanted to Know about Word Roots* by Teresa Ferster Glazier.

The *Longman English Dictionary* is an invaluable resource for all our levels. The limited vocabulary and carefully worded definitions with words used in sentences seem to help our students with word order problems while also broadening their sight vocabularies.

CD

For younger school-age children (K through 2), the Texas School for the Deaf in Austin has produced a compact disc package of English language materials and ASL signs called *Rosie's Walk*. The CD is accompanied by a workbook for teaching English sentence structure. The first CD in this series is delightful and is part of a larger series that includes such works as *Aesop in ASL* and stories by O'Henry. These materials are available from the Texas School for the Deaf, 1102 South Congress Avenue, P.O. Box 3538, Austin, Texas, 78764-3538.

Resources to Prepare Teachers

ESL teachers need a list of resources they can use for quick access to information about teaching the deaf. Both print and electronic resources are available from NTID, Gallaudet University, and the National Centers on Deafness. A quick synopsis of helpful resources for ESL teachers to use for further reference and additional background about language teaching and learning is provided here. Quigley and Paul's text *Language and Deafness* (1990), Michael Strong's *Language Learning and Deafness* (1988), and the materials published in the *American Annals of the Deaf*, the *NAD Broadcaster*, and a host of other publications are all available at the Rochester Institute of Technology Wallace Memorial site listed below.

Many requests for information come to NTID from students and teachers all around the world. This letter from a student is typical of many questions about teaching the deaf:

I am very interested in learning more about teaching English to deaf students and would like to find out more about this program. I approached a friend of mine who teaches English as a second language and expressed my interest in going to another country and teaching ESL. She told me a bit about this program, and I am quite intrigued and would like to learn more about it.

Does this program do an outreach to deaf students in other countries, or is it solely based in the USA? What kind of training is offered? Are there minimum required qualifications for enrolling in this program?

A helpful electronic resource for teacher-training programs can be found at the site for the Directory of Deaf Education Teacher Preparation Programs: http://www.educ.kent.edu/deafed/ivb1a.htm.

An interesting e-mail message came to me a few months ago from Joseph P., a teacher at Tokyo Christian University:

We have a new semester ahead of us and this year a deaf student has been admitted to TCU. For her English classes, she will do listening and speaking privately with a teacher—we'll learn ASL as she does. In the integrated skills classes we are brainstorming how to approach this:

—Give her handouts in advance to prepare her.
—Talk with her before/after class.
—Focus on reading and writing.
—Have a reading/writing assignment during speaking drills.
—Have her respond to speaking activities in reading and writing with speakers.
—Have her teach the class the English signs for songs we learn.
—Use the blackboard always or as much as possible.
—Pick one student per day to help her. (Tell them how).
—Let her use the Zaurus, an electronic Japanese English dictionary.
—Use American Sign Language.

Do you have any suggestions to add to our list, or do you know of places, people, resources that could help? Thanks.

Mr. P.'s query is typical in that his deaf student evidently has some residual hearing and is able to produce some speech. Is his student profoundly deaf or to what extent is she hearing-impaired? Is her impairment to a lesser degree so that she will be able to decode speech? Does his student have the hope of acquiring sign language skill in her own or some other language?

As the questions become more and more numerous, so the techniques that are most beneficial become harder and harder to identify. All these techniques, of course, are useful, good-hearted attempts at communication. Really, they are the only things most ESL teachers have to work with.

However, last year at TESOL '98 in Seattle, Anna Vammen and Christy Owen, ESL/Sign instructors at the University of Arkansas at Little Rock, gave a presentation entitled, "How Do I Teach a Deaf Student?" Through role-plays, videos, and other methods, they demonstrated some practical techniques for dealing with this situation. I am happy to say that they have been working on producing a videotape showing in detail what ESL instructors can do to help deaf students in their classes. The videotape is now available at no cost to instructors from Anna through e-mail requests to anvammen@ualr.edu.

Of course, many online resources are available to teachers of the deaf through the following site from the Wallace Memorial Library at RIT: http://wally.rit.edu/internet/subject/deafness.html. This site offers an alphabetical listing of various topics related to deafness. Of particular interest to ESL teachers is this site on ESL resources: http://wally.rit.edu/internet/subject/deafness.html#esl.

Whether you have already been teaching ESL students who are deaf or do so in the future, we hope these resources will be valuable to you. You and your deaf students face a great challenge, but you are not alone. Many have gone before and have knowledge and resources to share.

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Elizabeth Hanson-Smith's
Technology

Why Y2K?

The Y2K problem has been on our minds for several years now—far longer if you happen to be a computer programer. We all know by now that it relates to computers not recognizing the changeover from the 1900s to the 2000s. I try not to refer to it as a "bug" because it was a deliberate coding decision made a long time ago. People in the technology business knew it was there and how to fix it—it just cost a lot of money.

Money in terms of the time programers had to spend in finding and correcting the lines of code—money that was wasted in "non-productive" work for those people. Those problems are pretty much fixed, and they mainly affected equipment made before 1990—but then you probably don't have a 10-year-old computer sitting on your desk right now. (And who cares if your toaster doesn't know it's a new era?)

On January 1st of the new millennium (or if you are a stickler, that interim year before the actual millennium count starts), I'll be recovering from a late night in Connecticut with my family. I expect there will be no reports of planes mysteriously falling out of the sky, and the stock market and banks will be closed anyway for the holiday. The Rose Parade will go on in Pasadena, college football games will be broadcast on TV, and stores will be open for business as usual, except grocery stores will be a little empty as stockpilers will have all the canned goods in their own pantries.

We maK even be a little disappointed that nothing will have happened. But I am willing to make mK own small contribution, and if Kou need anK help with this problem, I am free on SaturdaKs.

Elizabeth Hanson-Smith is an education technology consultant and can be reached at ehansonsmi@aol.com

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Real English Series, CD and Video
The Marzio School, Istres, France, 1999
http://www.realenglish.tm.fr/.

A number of computer programs use video dialogues to let students see and hear contemporary life in color and full-motion with interactive exercises. Video on computer is pretty good, and it gives the user more options than audio- or video-cassettes: instant replay with no tape to wear out, a rewinder or slide bar to see small segments at a time, a script on screen—and the student controls play. Exercises, including speech recognition of answers, can be placed on the same screen as the film clip, which is used to review answers.

ELLIS (CALI) was one of the first to use video with computer controls but until recently also had to sell the user rather expensive equipment to ensure sufficient power to run the software. Now on CD-ROM, ELLIS for beginning through advanced targets young adults in high school and community college.

Quick English (LinguaTech/Delta systems) also uses video technology but allows user-initiated branching. During the interactive exercises, the user can decide whether to answer "yes" or "no" to a question, and depending on the answer, the video will branch to a different sequence. This means the program motivates the student to use it over again, expanding on similar vocabulary and grammar. The target audience here is adult/ESL for business purposes.

One feature I didn't even know I was missing in other CD/video programs is provided by Real English (The Marzio School). In this series (which includes both video cassettes and CDs with digitized video), the language content is not provided by actors, but by real people. The producers of the program went out to the street in the major English-speaking countries—Canada, Scotland, England, the United States, Australia—and asked people questions: How ya doin'? What's your name? How old are you? According to the creator of the approach, Michael Marzio, the producers collected 850 interviews and 90,000 lines of speech, an impressive database from which to select hundreds of clips of people using a wide variety of English accents acceptable to (that is, readily understandable by) native speakers from many countries.

The Real English approach is fascinating because it is perhaps the only CD or video-based series that makes use of a little-understood facet of linguistics: learners need to have variety of input to understand what the range of authentic speech entails. While most of the big publishers are careful to eliminate dialect variations from their video and audio, what the learner encounters in real life is precisely that wide range of dialect and ideolect. The value of language input is most telling when it is truly authentic, not acted.

The Real English product is so powerful that even native speakers enjoy listening and watching. If you are familiar with the TV shows Candid Camera or Funniest Home Videos you get the idea: Here are people speaking ingenuously about themselves, making little social pleasantries about the weather, saying "hello" as if they were absolutely delighted to meet you, and so on. (See Figure 1.) You just can't stop watching, even when people in the street are reciting the alphabet! Real English also has all the apparatus for grammar practice a teacher could possibly want: multiple-choice, choose-the-answer, drag-and-drop response, and speech recognition. Target structures are "recycled" throughout the product for reinforcement. Accompanying workbooks provide more practice. But finally, the real value is in those video clips. This is one of the best new products to come out on CD since National Geographic.

Figure 1. Real English on CD, Disk 1.

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Trends in English Language Education in China

BY YUAN-YUAN HUANG AND HUA-LI XU

The orientation of a people or government toward language learning and teaching has always been subject to social, economic and political needs. As China strengthens its economy and accelerates its steps to join the world family, English, with its unique status as a worldwide language, will remain China's number one foreign language. It is therefore worthwhile to examine the trends in English language education in China. This analysis is of critical importance because it will address questions that policy-makers and practitioners in China, and perhaps worldwide, should answer. It should also prepare us theoretically and practically for the changes to come.

A point to be stressed at the outset is that the authors have no authority to reproduce China's national principles of English education. Still, we would like to shed light on the present situation in brief with reference to the published official documents and suggest some areas for further research.

Trend 1: English Study is Emphasized

A variety of indicators reveal the growing emphasis in China on English language study. First, college entrance examinations are to be amended. Reforms have been underway in China's educational system. The most prominent one is the reform of the college entrance examination system. According to China's Education Commission, the coming system will be "three plus x," meaning that anyone who wants to be enrolled in a college has to sit for exams in three major subjects (Chinese, mathematics and English) plus another subject or subjects that any department in a college particularly requires. That the exam is to be amended to include English as one of the three major subjects illustrates that greater emphasis is being placed on English education. Therefore, it is quite safe to anticipate that adjustments to the curriculum will be made and that improvement of the quality of English instruction will become the norm from secondary school upward.

Another indicator of the increasing importance of learning English is that private and joint-venture English learning centers are developing. China's open-door policy has brought in more and more western firms and joint ventures. To acquire advanced knowledge in science and technology, many college students want to pursue their education further in the West. What is more, promotion in one's post also requires mastery of a foreign language. All of these stimulate the popularity of English language learning. In response to the demand, private and joint-venture English learning centers have sprouted up. According to government statistics, there are three joint-venture language learning centers (one with Britain, one with Australia, one with Japan) and 12 private language schools in Hefei, the capital city of Anhui Province. The figures (1998) for three other big cities are shown below.

City	Private Language School	Joint-venture Language Center
Beijing	78	5
Shanghai	56	23
Guangzhou	122	12

Employers, especially those in joint-venture businesses, consider communicative competence in English to be a crucial factor in hiring. In job hunting, an applicant will sit for a written examination or an English interview (to fill in a form, read a fax or just converse casually, etc.) to demonstrate his English ability. His communicative competence in English is always considered before his grades. A job advertisement in *China Daily* illustrates this well:

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Key responsibilities: (omitted)
Requirements: Degree/Diploma
in Electronics/Electrical Engineering
Fluency in English and Mandarin

Trend 2: Several Factors Hinder Educational Reform

There are at least five factors hindering the reform of English education in China. The first is a lack of qualified language teachers. To guide students toward communicative ability in English calls for a good command of the target language on the part of the teacher. Effective English teachers should also have cross-cultural awareness. It is often the case that quite a number of English teachers in China have a limited command of English while learners have high expectations. Teacher development should be a continual process of intellectual, experiential and theoretical growth. Teachers qualified in the communicative approach are needed badly, and special training courses sponsored by the British Council and American academic organizations are heartily welcomed.

Another hindrance to reform is the low ratio of teachers to students. According to China's State Education Commission, the ratios of teachers to students in several countries are as follows:

Country	Ratio
United States	[illegible]
Japan	[illegible]2
Britain	[illegible]18
France	1:20
Germany	1:20
China	1:10

On average, the ratio of teachers to students in China is rather high, but a university English teacher in China has to face 60 students (non-English majors) in a lecture room. Normally he has to teach two such big classes per semester. Both of these conditions go against accepted principles of language teaching.

Moreover, because an English teacher has only eight service hours per week for two different classes in most universities, it is not possible to provide enough time for students to practice in class. Therefore, it is impossible for him to teach students adequately unless he teaches extra hours.

Another factor working against the reform of English education are improper teaching methods and test-oriented teaching. Owing to the powerful influence of the traditional language teaching methods, both teachers and students typically adopt the Grammar-Translation method. This method focuses on grammar and vocabulary, on linguistic phenomena rather than on reading. Little or no attention is paid to speaking or listening.

The whole process of teaching and learning is also heavily influenced by examinations. The teaching pattern is textbook-based, teacher-dominated and test-oriented, which prevents students from improving their communicative competence.

Finally, the lack of teaching materials is another obstacle to reform. Though textbooks have been developed rapidly in recent years, one good one is still struggling hard to be nationally recognized. The present popular *College English*, first published in 1989 by Shanghai Foreign Language Education Press, has remained unchanged for 10 years and is now facing challenges from other textbooks. *College English* does include authentic materials from English novels and magazines, but it does not reflect the progress of the present rapidly changing world. Its lack of practical applications and the difficulty of organizing communicative classroom activities to go with it have made it lose some of its original popularity. Universities in China stick to their own textbooks and do not use foreign textbooks.

Trend 3: The Goal of Language Teaching is Shifting

The goal of language teaching is shifting from linguistic competence to communicative competence and the mode of teaching from single skill development to integrated skills training. This can be demonstrated by the comparison of syllabuses from two university English classes and the emergence of new textbooks.

Private and joint-venture language schools are sprouting up in Hefei, Beijing, Shanghai and Guangzhou.

China's Education Commission decides what the university syllabus will be. Universities have no authority to make such a decision. However, a university may set up its own standard. For example, Tsinhua University thinks that the standard required by the Education Commission's syllabus is fairly low; it want its students to reach a higher level in English learning.

A comparison of two syllabuses, one from 1980 and one from 1985 will reveal changes in aims, objectives, methodology and vocabulary goals:

Syllabus from 1980
- ▶ Aim: Provide students with an ability to gain certain information through English
- ▶ Objective: Not clearly defined
- ▶ Methodology: Teacher-centered, grammar-translation
- ▶ Vocabulary: From 500 upward

Syllabus from 1985
- ▶ Aim: Provide students with an ability to gain information through English for their professional needs
- ▶ Objective: Proficient reading ability, certain listening ability and elementary speaking and writing ability
- ▶ Methodology: Student-centered
- ▶ Vocabulary: Functional and notional from 1,600 to 4,000

A comparison of the two syllabuses indicates that although the aims were similar, the 1985 syllabus gave an explicit objective for subskills. Although the 1985 syllabus demanded a student-centered approach (unlike the 1980 syllabus), the classroom methodology actually reverted to a traditional teacher-centered method be-cause teachers were unprepared and found it easier to fall back on methods they had been using for a long time. The vocabulary goals, however, were increased dramatically on the basis of investigations done in 1982 and 1983 on the changing needs of students completing secondary school.

A new university syllabus has come into effect this year with some new features. A giant step forward is that the aim "to gain information through English" has been replaced by "to exchange information through English." Consequently, priority is still given to reading, since reading remains the main source of language input, while listening, speaking and writing have been given equal status to

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guarantee the success of two-way exchanges.

The new syllabus stipulates a national standardized test (CET band 4) as a means of evaluating students' English level at the end of their second year in a university. All the students must pass it before graduation.

Another feature is that English study will be continuous throughout the four years of college. Specialized English courses that students will take in their third and fourth years are an indispensable part of college English. The goal of these courses is to ensure the students' practical application of English in the future.

The English vocabulary required at the university entrance level continues to increase; the recent increase was from 1,600 words to 1,800 in view of the secondary school English syllabus.

Criteria are set for both receptive and productive skills to help students develop interpreting, reasoning, negotiating and expressing abilities. In reading and listening, for instance, there are skills such as grasping the gist, distinguishing facts from opinions, inferring writer's/speaker's attitude, etc. Productive skills such as presenting opinions, developing arguments, giving a short speech on familiar subjects, etc. are fundamental requirements.

The success of a new syllabus is partly based on a good textbook. Some promising ones have emerged and are crying out for immediate acceptance: *New College English* (Foreign Language Teaching and Research Press, 1999), *New English Course* (Tsinghuan University Press, 1989), and *21st Century English* (Fudan University Press and Higher Education Press, 1999). They help students develop communicative competence in a student-centered mode. The textbooks also offer excellent language samples. Classroom activities integrate subskills and motivate students to practice. A rich array of day-to-day themes will help bridge the cultural gap and broaden students' horizons. With these features, these textbooks may stand a good chance of bringing credit to the English education in China.

Trend 4: Shifting from English as a foreign language to English medium education

Besides requiring specialized English courses as mentioned above, the State Education Commission requires that at least one specialized fourth-year course in each department of a college be conducted in English, and, if conditions permit, the number of the courses given in English is expected to increase. This shows that English is not treated only as a foreign language; it will be developed as a medium to gain knowledge. In fact, this mode has been implemented in many universities such as the University of Science and Technology of China in Hefei, where there are many professors who are fluent in English. In Anhui Agricultural University, school authorities plan to implement a similar decision this year. English will become a real tool for communication in educational institutions.

Conclusion

To sum up, two conclusions can be drawn from this analysis of the trends within English language education in China. First, the importance of English teaching will continue to increase, and as new syllabuses and textbooks have a strong educational justification behind them, reforms are bound to bring about substantial progress towards using English in practical ways.

Secondly, there are considerable obstacles to overcome. Reform will depend on various factors such as the quality of teachers, the cooperation of students and the influence of traditional teaching methods. Materials, methods and examinations are often regarded as a pedagogical trinity. Without revolutionizing the examination system, it will not be surprising to find English teaching lingering in an exam-oriented mode because teachers and students alike are judged by examination results. Not knowing exactly what is to come, we will keep a close eye on this situation and appeal to professionals worldwide for advice.

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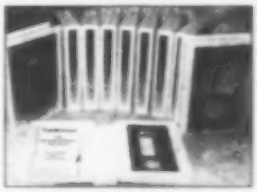

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